



St Faith's
Church of England School

We encourage our children to **BELIEVE and ACHIEVE**

Religious Education Policy

The teaching of Religious Education [RE] allows children to investigate and reflect on some of the most fundamental questions asked by people; it allows children to learn about religious traditions and reflect on what various religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and attitudes and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

St Faith's School Statements of Belief:

We encourage every child to reach for their best; nurtured and supported in a Christian community, which lives by the values of love, compassion and respect.

- At St Faith's School we take pride in being a multicultural community with a Christian ethos where worship and religious education are integral parts of our school life.
- We actively encourage the development of the whole child: intellectually, physically, emotionally, spiritually and socially.
- We continually look to improve our happy and secure learning environment where all children are encouraged to reach for their best regardless of where they begin their learning journey.
- We value the ever-growing partnership between the children, parents, teachers, support staff, governors and the wider community that builds on the sense of all belonging, trusting and sharing.
- We actively invest and explore ways to corporately enhance the high standards of behaviour through self-discipline, respect for others and applying principles of honesty, forgiveness and reconciliation to all in our school.

Rationale

RE can provide a rich and wide range of experiences inside and outside the classroom, which give pupils opportunities to develop concepts, and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

RE in St Faith's is firmly rooted in the basic tenets of Christianity. Whilst the diocesan guidelines for religious education are incorporated into the schemes of work, our approach is ecumenical and children of all faiths and no faith are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences.

Our school community is made up of staff and pupils who originate from many different nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that RE provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Aims

- To apply an understanding of Christianity so that children can make reasoned and informed responses to life issues and moral choices;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions';
- To enable pupils to understand the nature of Christian beliefs and the Anglican tradition through a study of: Creation, Prayer and Worship, the Life and Teachings of Jesus, Old Testament Characters, Living out the Faith and Christian Festivals;
- To enable pupils to understand the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain links with local churches and other religious communities;
- To learn **from** religions in addition to gaining knowledge and understanding **about** religions.

Approach

It is a statutory requirement that schools teach RE as prescribed by the locally agreed syllabus. The school uses 'Discovery RE' scheme of work as an aid to support teachers deliver the RE curriculum.

The school will endeavour to take account of the experiences of children and try to ensure that there is an appropriate match of material with a child's stage of understanding, developing various themes throughout their time at school and linking the teaching increasingly to current value issues and morality.

At St Faith's, we will aim to ensure that the teaching of RE is open ended and inclusive, rather than dogmatic and prescriptive. Challenging children to think for themselves and come to their own conclusions with the boundaries of a strong set of principles of tolerance and respect.

Much of the work will not be recorded formally but rather be part of group discussions and circle time. Some written work will be evident in books, but also in the displays around the school to inform and provoke thought.

Legal Requirements

In accordance with the law, we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetabled.

- Key Stage 1: 1 hour per week
- Key Stage 2: 1¼ hours per week

Topics within RE are taught in a cross-curricular way where possible.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from RE. Parents who choose to withdraw their children from RE lessons are required to state this in writing annually to the Head teacher. We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class is learning, where possible

Teaching and Learning

Planning for RE is based on the two Attainment Targets in the agreed Scheme of Work.

AT1 Learning *about* Religions

AT2 Learning *from* Religions

Learning about religions includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, and their impact on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning and purpose and truth and values and commitments, and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship, especially our local churches, including: St Anne's CE, All Saint's CE, The Salvation Army and St Mary Magdalene RC We try to ensure that children have at least one local RE visit every year where appropriate.

Through RE, children have the opportunity to develop many key skills such as thinking, researching, evaluating and empathising. Whenever possible, links are made between RE and other curriculum subjects.

Long term planning is in Appendix 1 detailing the areas to be covered from Year 1 to Year 6. The Southwark Diocese SOW is used as the planning document and it is annotated to show differentiation and teaching methods.

Spiritual, Moral, Social and Cultural Development (SMSCD)

RE is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider and empathise with other people's responses, and appreciate that for some people belief in a spiritual dimension is important. We enhance their social development by helping them to build a sense of identity in a multicultural society.

Recording, Marking, Assessment and Reporting

When recorded, pupils work is completed in an RE book from Year 1 to Year 6. Teachers and learners use this evidence to decide where pupils are in their learning, where they are going and how to take the next steps. All work will be marked in line with the school's Marking Policy

Assessments against levels are in place for all units. This ensures that there is progression across the school and that both Attainment Targets are being assessed and the 6 strands, in Foundation Stage, are being covered every 2 years. Levels will indicate to the teacher what progress individual pupils and groups of pupils are making. Levels may assist teachers in deciding where to pitch lessons, setting tasks, which are sharply focussed, and challenging. Children's' attainment in RE is tracked every term.

Schools are required to report to parents at the end of all key stages on the progress that their child has made in RE. See Appendix 2 for the Statements of Attainments to be used in KS1 and KS2. Reports to parents are written annually for each year group.

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Appendix 1

ST FAITH'S CHURCH OF ENGLAND PRIMARY SCHOOL RELIGIOUS EDUCATION CURRICULUM OVERVIEW

	EYRS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What makes us special	Who am I? What is my Community?	Who am I? What is my Community?	Saints	Saints	Peace	Peace
Autumn 2	Easter / New Life	Christmas – The Christian Festival	Christmas – The Christian Festival	Christmas Gifts	Christmas Gifts	Christmas People	Christmas People
Spring 1	Celebrations: How do people celebrate? (Islam, Judaism)	Jesus as a friend: Was it always easy for Jesus to show friendship?	Judaism – Passover	Jesus' miracles	Judaism – Passover	Sikhism – Beliefs and moral values	Christianity: Beliefs and Meaning
Spring 2	Easter: What is Easter?	Easter – Palm Sunday	Easter – resurrection	Easter – Forgiveness	Easter	Easter	Easter: Is Christianity still a strong religion 2000 years after Jesus was on Earth?
Summer 1	Story Time: What can we learn from stories?	Judaism – Shabbat	Islam – Community and Belonging	Sikhism – Sharing and Community	Judaism – Rites of Passage and good works	Hindusim – beliefs and moral values	Islam- Beliefs and Moral Values. Does belief in Akhirah (life after death) help Muslims lead good lives?
Summer 2	Special Places: What makes places special?	Judaism - Chanukah	Islam – Rites of passage and good works	Sikhism – Prayer and Worship	Christianity – Prayer and Worship	Sikhism – Prayer and Worship	

From spring 2015 the school has been using a new scheme of work – RE Discovery



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Descriptors in Religious Education

AT1: Learning about Religion: Knowledge & Understanding

AT2: Learning from Religion: Reflection on Meaning

	i) beliefs, teachings and sources	ii) celebration and ritual	iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
bands	Pupils:		Pupils:	Pupils:	Pupils:
1	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
3	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues	Explain the significance for believers of different forms of religious and spiritual celebration	Explain how religious beliefs and teaching influence moral values and behaviour	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion	Explain with reference to religious beliefs their own and others' answers to questions of meaning
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration	Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences	Articulate their own critical response(s) to different religious beliefs and world views	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose