



St Margaret's Anfield CE Primary School

NAME OF POLICY: Religious Education

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PRODUCED BY: Miss J Howard

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**Jesus said, "Love one another as I have loved you."
Therefore, by faith and work, we will be the change we want to see.**



Introduction

As a Church of England school, our Christian vision and values are central to all we do. Our mission statement, **Jesus said, "With God all things are possible"**, motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian values and to strive for excellence in all that we do; celebrating life in all its fullness.

We promote Christian values within the school and through our R.E. curriculum. Our distinctly Christian vision is, **Jesus said, "Love one another as I have loved you." (John 15:12). Therefore, by faith and work, we will be the change we want to see.** We learn about our core values of **truth, fairness, justice and joy** through the example of Jesus and teachings in the Bible. By offering pupils positive encounters with the Christian faith we maintain that we are equipping them to be the person God wants them to be.

Throughout St Margaret's (Anfield) CE Primary School, R.E. contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas and are:

Spiritual development enriches and encourages pupils' discovery of God the Creator and wonder of his work. We actively seek to nurture children's spirituality through the teaching of R.E.

Moral development is based on the teachings of Jesus and offers pupils a secure foundation stone for their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where to love, accept and forgive one another is put into practice.

Cultural development provides opportunities to develop an understanding of Christianity as a global faith and the impact this has on millions of people.

What does R.E. look like at St Margaret's Anfield CE Primary School?

R.E. lies at the heart of the curriculum and the Governors adopted the Liverpool Diocesan recommended Syllabus 'Questful R.E.' which was revised in 2017. We use this alongside the national resource Understanding Christianity. These reflect the National Framework for RE. Within these, we consider the importance of religious texts, the impact faith has on believer's lives and the connections we can make to the children's own experiences and lives.

The Governors recommend at least 5% of the timetable is devoted to R.E. Christianity plays a key role and accounts for 80% of the curriculum time.



Respect for other faiths is accurate and sympathetic, consistent with St Margaret's loyalty to its Christian foundation.

We adopt an enquiry-based approach to give the pupils a sense of being on a quest of discovery about faith and Christianity. R.E. enables pupils to have informed conversations about religious beliefs and practices.

Within lessons, we use questions so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and Questful.

The Aims of R.E. :

- Think logically and explore big questions about life, death, meaning and purpose.
- Reflect critically on the truth claims of Christianity.
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society.
- Develop skills to handle Bible text
- Recognise faith as a commitment to a way of understanding God and the world.
- Respond in terms of beliefs, commitments and ways of living.
- Develop a sense of themselves as significant, unique and precious.
- Experience the breadth and variety of a Christian community.
- Engage in thoughtful dialogue with other faiths and traditions.
- Become active global citizens and courageous advocates serving their neighbour.
- Find a reason for hope in a troubled world.
- Understand how a religious faith can sustain them in difficult circumstances and in the face of opposition

Religious Education lessons at the school will primarily be concerned with these main areas, namely: -

- Spiritual Development.
- Religious Literacy.
- Theological Enquiry.
- An understanding of Christianity, its principles and practice, within the context of the Anglican tradition.

Equal Opportunities (2010 Equalities Act) & Valuing All God's Children (2019)

As with all other subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, or gender reassignment, equal access to all aspects of the curriculum and school life.



The policy for Religious Education aims to ensure the provision of equal opportunities for all. It stresses the entitlement of all children to a well-balanced, differentiated R.E. curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds. We adhere to the guidance from Valuing All God's Children. A key concept of Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Our school offers a community where everyone is a person known and loved by God, supported to know their intrinsic value. (Church of England 2017)

Parents

Parents have the right to withdraw their children from Collective Worship if they wish. If parents request either total or partial withdrawal from Collective Worship, then the school must comply. This request should be put in writing to the Headteacher who will then discuss the content with the Chair of Governors. Parents are not obliged to state their reasons for requesting withdrawal of their child. Withdrawal would normally be taken to mean not being present where the act of worship is taking place, but nothing in the law would prevent a pupil remaining physically present, though not taking part, if this were acceptable to both the school and the parent.

Where parents have withdrawn their child(ren) from Collective Worship, they may request provision for worship to take place according to a particular faith or denomination. Schools are required to respond positively and reasonably to such requests from parents provided that:

- the alternative provision can be safely and reasonably provided by school
- such arrangements were at no additional cost to the school
- the alternative provision did not conflict with the school curriculum requirements set out in Section 351 of the Education Act which states that curriculum provision should be balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils for the opportunities, responsibilities and experiences of adult life.

Parents cannot request for pupil removal from statutory RE lessons.

Organisation of the subject

Foundation Stage and Key Stage One



At Foundation Stage and Key Stage One, R.E. should strive to build on young children's understanding of themselves and their experiences of family life and relationships. All pupils should learn that they are personally valued from the attitudes which they encounter in school. They should become increasingly aware of things which are special and important to themselves and other people. The children will sometimes benefit from opportunities to develop their awareness of the local environment through journeys and visits, and by having a chance to experience awe and wonderment in the natural world. They should be introduced to symbolism in religion and hear stories about the lives of key figures.

In Foundation Stage the Chatterbox approach is adopted, this is a child-centred, age appropriate approach. Each unit begins with the exploration of a collection of objects in a box; a Chatterbox. The objects are carefully chosen to stimulate questions and discussion which lead the learning for the units.

In Key Stage 2, the children should continue and build on the opportunities and experiences they have already encountered in Key Stage 1. They should be developing a greater understanding of themselves and an awareness of the needs and feelings of other people from a variety of faiths and cultures. They should be given an opportunity to interact with the natural world and the local environment. By the end of Key Stage 2, pupils should have been helped to explore a range of religious ideas and themes. They should have heard stories about the life and teaching of Jesus and other religious figures and have been given opportunities to consider their own questions and concerns.

In Key Stage 1 and Key Stage 2 classes, the pupils will have an R.E. lesson each week, when the main subject from the Questful RE Scheme of Work will be followed. Many other aspects of R.E. will evolve and be discussed in other areas of the curriculum.

Teaching and Learning Strategies

As in all other areas of the curriculum, a variety of teaching and learning strategies will be used. These good, imaginative lessons with an interesting and challenging variety of tasks will be driven by the **text-impact-connection** approach. The children will work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others.

Because of the wide variety of aspects covered in the teaching of R.E., there are many ways in which the work may be approached and consolidated.



Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

Differentiation of Work and SEN Provision

We endeavor to provide a differentiated approach to learning which treats pupils as individuals. This will be provided through:

The delivery of carefully structured teaching approaches.

- Imaginative learning experiences which arouse and sustain children's interest and which encourage a variety of responses.
- Provision of appropriate resources e.g. simplified challenges for recording written work, or pictures to use as stimulus.
- Teacher's response and questioning.
- Adaptation of curriculum to enable all pupils to access the R.E. curriculum according to need.

Community Links

As in all other areas of the curriculum, parents and other adults are welcome in our school and into our classes, to work alongside the children, or to talk to them about experiences - whether connected with their life or their faith.

Leaders from churches and Christian organisations are welcomed into school to lead worship or to talk to children during R.E. lessons. Strong school church links with St Margaret's church are maintained through the teaching of R.E. and visits to church to support class based learning.

Pupil Progress and Assessment

By using the syllabus provided by Liverpool Diocese, we provide both continuity and progression for the children across all strands of R.E. and across all key stages. Assessments will be completed at the end of each unit and the R.E. co-ordinator monitors progress and attainment across the school in the summer term.



Although subjects such as Christmas and Easter may be visited many times during a child's time in school, each time a different approach will be used, and a slightly different area covered, so that progression can be seen in the quality and depth of learning.

Evidence of the work completed in R.E. will be found in the children's individual R.E. books, R.E. Scrapbooks, on wall displays, in collective worship and in the ways both children and adults treat and respect each other.

Assessing and reviewing is a continuous process which will influence the teacher's planning for whole class and individual children.

Reporting to Parents

In the first term of the academic year there is an opportunity for all parents to come into school to discuss the work being done by their child generally, or any problems they may be encountering.

In the second term there is a further Parents' Evening when we hope that all parents will come to school to discuss progress.

In the third term a written report is sent home outlining the child's efforts, achievements and progress made during the year. There is an opportunity for each written report to be discussed with the teacher if the parent wishes to do so. In recognition of the high value we place upon the teaching and learning of R.E., it has its own section within the report to address the individual spiritual development of the child.

Staff Development

The staff in our school meet regularly to review, discuss, adapt and plan the teaching and the curriculum within the school. R.E. is discussed in this way along with other subjects. Each year a significant part of our INSET/staff training calendar is devoted to RE.

Monitoring

Monitoring of the effectiveness of this policy document will be carried out by the R.E. coordinator in order to ensure that the Policy and Schemes of Work for R.E. are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

- Monitoring of planning



- Monitoring of Books
- Lesson observations
- Class Scrapbooks
- Pupil Voice

Review and Development of Policy

This policy will be reviewed annually by the R.E. co-ordinator and/or Headteacher, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.
- An annual action plan will be created.