



St. Paul's Dorking

Church of England (Aided) Primary School

Religious Education (RE) Policy

Policy date: February 2019

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Approved by FGB on ****

Background

'I have come that they might have life, life in all its fullness' John 10:10

As a Christian School, St Paul's sees the huge value, importance and benefit of effective RE teaching. In our busy and uncertain world it is both a privilege and of huge importance to consider and explore the more profound questions of life and faith with our children. RE learning gives children an opportunity to ask questions and to formulate their own thinking; to develop spiritually, building respect, tolerance and understanding of others. It will help to nurture a knowledge and understanding of God and to understand Christian faith as well as the thoughts and practices of other religions.

RE is an integral part of our curriculum but not part of the National Curriculum because as a Church Aided School it is taught in accordance with the Guildford Diocesan Guidelines for Religious Education 2003 and the Additional Study Units (KS1 and KS2) supplied by Guildford Diocesan Board of Education.

By law RE must focus mainly on Christianity, *'not less than 70% of RE time should be spent on Christianity'*, whilst taking account of the other principle religions in Great Britain, *'Not more than 30% of RE time should be spent on studying other faiths'*.

The school recognises the right for parents to withdraw their child from RE lessons if they so wish, after giving written notice to the Head.

Time Allocation

It is recommended by the Guildford Diocese that the following minimum hours should be devoted to RE:

A minimum of 5% of teaching time should be spent on RE.

In EYFS the balance of religions will be linked to the intake of children.

80% of RE at KS1 should be on Christianity.

70% of RE at KS2 should be on Christianity.

Key Stage 1 - 72 hours across the key stage (36 hours per year, or approximately ¾hour per week).

Key stage 2 – Pupils should study 180 hours across the key stage (45 hours per year, or approximately 1¼ hours per week).

Collective Worship is not part of the ‘taught day’ and so cannot be included in the calculation of RE time.

Introduction

RE has a practical application to everyday life and is reflected in the ethos of the School and the children’s attitudes to people around them, enhancing their Christian character. Pupils at St Paul’s School will be helped to recognise that the scope of RE is wider than Christianity. They will be encouraged to form their own views of religious issues in a supportive, caring environment, able to openly explore their views orally and in written form. Children are given the opportunity to form responsible judgments upon moral issues and are helped to experience an understanding of awe, wonder and mystery about the world they live in.

Context

St Paul’s School is a voluntary aided Church of England Primary school. The school caters for children from varied backgrounds. It has strong links with St. Paul’s Church, using the church building and expertise of the clergy as resources to enhance the delivery of the RE curriculum. Whole School services are held at the church to celebrate some of the major Christian festivals, as well as half termly collective worships throughout the year.

Aims

Through the teaching of RE we aim to:-

- Provide an opportunity to develop a community spirit, a common ethos and shared values
- Provide an opportunity for children to explore the traditions, values and beliefs of the Christian faith
- Develop knowledge and understanding of other religions and the ability to engage in dialogue with other faiths
- To reflect upon human values and what it means to be human
- Explore their own beliefs, developing their own spirituality and moral compass
- Apply an understanding of religion to develop sensitivity and respect toward all people

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. It involves learning **about** religion - ‘*know about and understand religions & beliefs....*’) and also learning **from** religion – ‘*expressing and communicating ideas & insights...*’). We encourage respect for religious commitment and for those holding different beliefs.

Learning From Religion:

Our aims and objectives are in line with the Guildford Diocese Agreed Syllabus.

Our aims are for pupils to:

KS1:

- learn what Christians believe about God and the world around them, and be introduced to what Jews & Muslims believe;
- encounter and respond to a range of stories, artefacts and other religious materials, such as art & music;

- learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary;
- begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder about the world, using their imagination;
- ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

KS2:

- express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views;
- make connections between differing aspects of religion and consider the different forms of religious expression;
- consider the beliefs, teachings, practices and ways of life central to religion;
- be introduced to an extended range of sacred texts and other sources and consider their meanings;
- recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them;
- extend the range and use of subject specific vocabulary;
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true;
- communicate their ideas, recognising other people's viewpoints;
- consider their own beliefs and values and those of others in the light of their learning in religious education.

Learning and Teaching in RE

Learning activities are planned in accordance with our Learning and Teaching policy with an emphasis on cross curricular and practical work.

Learning in RE often involves educational visits off site and visitors to the school, for example:

Year 1 Visit to a Synagogue - Weybridge

Year 5 St Paul's Church – Bible Explorers

Year 6 St Paul's Church – Bible Explorers, Visit to a Buddhist Temple

It is important to be aware of the growing cultural and religious sensitivity of our children. Staff plan activities to meet the needs of all members of the class and are sympathetic to the different views held by children.

Programmes of Study

Foundation stage:

In Reception, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their Church school;

- learning about the beliefs and cultures of others;
- encountering the celebration of different festivals, including the celebrations connected with being part of a Church school;
- hearing stories from the Bible, and, where appropriate, from other cultural and religious traditions.

Key Stage 1:

In KS1, pupils will have explored aspects of Christianity and been introduced to Judaism & Islam, through encountering and responding to a range of stories, artefacts and other religious materials, such as art & music, and through meeting people from different faith communities through carefully planned visits, or by having visitors in to school.

Christianity themes include:

God, Jesus Christ, Christmas, Easter, The Bible, The Church, Living as a Christian

Other faiths:

Judaism (Yr 1) and Islam (Yr 2).

Yr 2 also has a short unit on Hinduism (Diwali) which links into their festivals and light/dark topic.

Key Stage 2:

The KS2 units of work build on the experiences from KS1. All units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

Christianity themes include:

God, Jesus Christ, Christmas, Easter, The Bible, The Church, Living as a Christian

Other Faith themes:

Judaism (Yr 6 - links into their World War 2 topic), Islam (Yr 5), Hinduism (Yr 6)

Buddhism (taught in Yr6, as it requires a degree of understanding of the concept of 'religion')

Easter Pause Day

The overall aim of the Easter Pause Day is to give children an opportunity to engage in some high level thinking and reflection on the actions, experiences and feelings of those who witnessed the events of the first Easter, thus deepening pupils' understanding of Easter and Pentecost as Christian festivals.

The materials are:

- Divided into 4 phases - Foundation Stage, Years 1/2, Years 3 /4, Years 5/6
- Designed to be delivered in one day to submerge children in their learning.

Approaches

Each child has their own book specifically for RE work, but RE also includes creative and practical activities and discussions. We benefit from our close ties with St. Paul's Parish Church for RE visits and visitors to the lessons. There is an emphasis on the importance of distinctive RE skills such as reflection, interpretation, investigation, expression, empathy, evaluation, analysis and application.

Equal Opportunities and Special Educational Needs

RE forms part of the school curriculum policy to provide a broad and balanced education to all children. The lessons are differentiated to allow all pupils the opportunity to make progress by equal access to all equipment and activities, regardless of race, gender, and ability.

Assessment

Assessment is made before a new topic by discussion and webs. During the topic, teachers make observations on individuals and groups. Clear aims are set out at the beginning of each lesson (and within teacher planning) and marking follows these aims. At the end of a topic a piece of work may be set as an assessment piece. This could be written, art or drama as appropriate. At the end of each topic or unit a reflection page is completed by all children to reflect on their learning.

Resources

Resources for RE are located in the RE cupboard. The material is stored in topic boxes e.g. Hinduism, Christianity for staff to collect what they need for particular lessons. Bibles are kept in this area along with biblical stories CD's, DVD's, and books of a religious nature. A further selection of artefacts and materials can be borrowed from the Diocesan Education Centre at Guildford Cathedral. Items usually need to be booked in advance. Resources are reviewed regularly.

Monitoring

It is the role of the Christian Distinctiveness Governor to feedback to the Governing Body. The RE subject leader will monitor the teaching and learning in RE.

Books are collected to be reviewed during the Spring term and at the end of the Summer term. There is also ongoing monitoring of in-class displays and displays in communal areas (entrance area, school hall, etc). The RE subject leader will work with members of staff on the planning and delivery of RE in accordance with the School Development Plan. The RE subject leader will also lead staff meetings when appropriate.

The teaching of RE will **not** be inspected by Ofsted.

RE is also monitored via a SIAMs inspection (Statutory Inspection of Anglican and Methodist Schools).

Parental right of withdrawal from RE

Parents have the right to request that their child does not take part in RE lessons. Parents will be encouraged to discuss this request with the Headteacher to see if their child could join in with some parts of the syllabus.

If parents request the withdrawal of their children from RE lessons, children will be provided with alternative work to do while their peers are studying RE. Teachers also have a right to request that they do not teach RE to their classes. In this instance, the RE leader or Headteacher will administer the programme.

Appendices

For further details about the statutory units - KS1/2 curriculum.

To explain how learning in each unit fits into the bigger picture of RE across the Primary Phase -Big ideas booklet.

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