

## St. Paul's School, Chipperfield



*"Love to learn; Learn to love."*

### **Religious Education Policy (Draft)**

**March 2019**

#### **Introduction**

Religious Education (RE) occupies a special place in this school's curriculum. Although not part of the National Curriculum, RE must be included by law as part of the Basic Curriculum of the school. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Head teacher before making this decision.

St. Paul's is a Church of England Voluntary Aided School and as such the Governors are required by law to determine the RE curriculum in accordance with the school's Trust Deed. Our RE curriculum is therefore informed by the teachings of the Anglican Church. However, we also recognise that times have changed since the formulation of the Trust Deed and we need to equip the children for life in a multicultural society. We introduce the children to the other major world faiths throughout the two Key Stages. At St. Paul's we feel that RE is concerned with learning about religions and learning from religions and that it is not the practice of the school to preach or to convert the children.

#### **Purpose:**

The purpose of this policy is to describe our practice in Religious Education and the principles upon which this is based.

**Aims:** To develop a knowledge and understanding of the beliefs and practices of the Christian faith

- To enhance the children's spiritual, moral, social and cultural development
- To encourage the understanding of the values, attitudes and lifestyles that are involved in the Christian faith, through a commitment to a caring, sharing and family orientated ethos within our school and society as a whole.
- To develop religious and theological literacy.
- To gain knowledge and understanding of a range of worldviews appreciating diversity, continuity and change within the worldviews being studied
- To develop the ability to make reasoned and informed judgements about religions and moral issues with reference to the teachings of the principal religions.
- To enhance the children's spiritual awareness and give opportunities for them to reflect upon, admire and respect the wonders of the natural world.
- To give children opportunities to express their own questions and experiences in a reasoned and thoughtful way and encourage them to recognise the right of people to hold differing opinions.
- To give children opportunities to reflect upon their own beliefs, values and experiences and to respond to fundamental questions of life.

### **Wider school aims/ethos:**

We believe that RE involves both specific areas of learning and also the creation of an inclusive, caring and sharing ethos of the whole school community and supports and strengthens what we aim to do in every aspect of school life, Our school motto; **Love to learn; Learn to love**, inspired by the story of the Good Samaritan is based on the greatest commandment “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.. Love your neighbour as yourself” (Mark 12;31) Our vision for our pupils is to: demonstrate Christian values of love, honesty, understanding and respect, by working together in school, village and world communities, celebrating differences, to flourish and achieve academic skills through a broad, balanced curriculum with imaginative, supportive, challenging teaching and to achieve attitudes of enthusiasm, confidence, perseverance and a love of learning.

**Consultation:** This policy was written by the RE Coordinator and Head Teacher in consultation with governors.

### **Sources and references:**

Church of England Statement of Entitlement 2019

Understanding Christianity

Hertfordshire Agreed Syllabus of RE 2017-22

Religion for Today and Tomorrow.Non – Statutory Guidance- Agreed Syllabus 2017-22

### **Principles/values:**

*This policy is based on our commitment to:*

- *Fairness*
- *Excellence*
- *Respectfulness*

### **Procedures and practice**

#### **Equal opportunities:**

RE is inclusive recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society. Opportunities are created for **all** pupils to flourish. RE Planning takes into account a range of needs and abilities and activities are planned accordingly.

**Equal opportunities:** Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

**Planning:** In planning for RE, reference is made to the Understanding Christianity units of work and the Hertfordshire Agreed Syllabus (HAS). The 'RE long term whole school topic linked curriculum plan' which incorporates the school values programme outlines the half-termly school and RE themes to be covered, ensuring the integration of RE into classroom topics. This 2 year cycle is used as a tool for planning breadth, continuity and progression throughout the Key Stages. RE teaching is linked to the Church year and many religious festivals which occur throughout the year.

### **Organisation of Learning**

R.E is taught both as a discrete, weekly, timetabled subject and through additional blocked periods of time such as themed whole school initiatives. A wide range of teaching methods and approaches, including; role play, ICT, artwork, writing and discussion are used. Children may work individually or in mixed ability groups. Visits are used to enhance the children's learning. Opportunities to visit and make links with the churches in the village are maximised and visiting speakers are also used as appropriate. While the majority of RE is taught through planned learning situations created by the teacher, we aim to be sensitive to additional opportunities for the children to think, question further and experience. Pupils are encouraged to use the classroom reflection corners and pause to think about things that have occurred or inspired them during an ordinary school day.

### **Cross-curricular Links**

RE teaching is planned and delivered using a cross curricular approach and involves the development of a number of cross curricular skills including enquiry, analysis reflection, application, interpretation, empathy, evaluation and self- understanding. In individual classrooms, RE is also linked with enhancing skills in other curriculum areas such as ICT, Art, Maths and English and particularly PSHE in developing multi-cultural awareness, equal opportunities and social, moral and cultural development. Spiritual development is promoted both within RE and the wider curriculum.

### **Parent partnership**

Pupil achievements in RE are reported annually to parents as part of the school report and their work is made available at Parent Consultation meetings. Parents are invited to assist with RE activities and visits.

### **Assessment:**

Assessment in RE is in line with the school assessment policy. Assessment for learning informs planning and professional judgements are made based on evidence related to the progression of RE skills and outcome statements in the Hertfordshire Agreed Syllabus and Understanding Christianity documents. This involves discussion, observations, gathering photographic evidence, marking work and asking questions, and should form part of general classroom practice. Pupils are encouraged to review their work. Examples of work, Pupil assessment folders, notes and observations are kept in order to support judgements. Each child's achievements in RE are reported annually to parents as part of the school report.

### **Monitoring and review:**

RE is carefully and rigorously monitored by the RE subject leader who keeps a detailed file of resources, support materials, management documents and work samples. The RE subject leader attends relevant INSET training, informs Staff and the Vicar of developments, maintains resources and monitors the RE budget. The RE subject leader is subject to review by the Head Teacher through Performance Management arrangements and submits an annual subject leader review

and plan for further development which is subsequently incorporated into the School Development Plan. Governors are responsible for monitoring the provision of RE across the school and receive an annual report of end of key stage achievements in RE.

**Other documents and appendices:**

The RE policy should be read in conjunction with our policies for Spiritual Development, Collective Worship, PSHE, Curriculum, Learning and Assessment, Inclusion.?

There are two appendices to this policy:

Long term whole school RE topic curriculum plan

RE Curriculum map

**Governor approval and review dates:**

*This policy was approved by the full governing body in March 2019. It is due for review by July 2021.*