



St. Mary's Church of England Primary School
Be the BEST You Can Be



Religious Education Policy

At St. Mary's, we believe that in everything, we should do it to the best of our abilities. For every child we want health and happiness, excellence, high aspirations, increased resilience working together as a team: that is at the HEART of everything we do. This is mirrored by our Religious Education curriculum, which is planned and taught so that pupils are able to reach their full potential.

Intent:

At St Mary's we promote Christian values in all aspects of school life and this is reflected throughout our planning and the delivery of Religious Education. This policy statement has been formally adopted by the governing body of the school in consultation with the Head Teacher.

Religious education is a statutory part of the curriculum for all pupils except for those withdrawn at the request of their parents. Religious Education is central to life at St. Mary's because we see that the Christian faith informs all aspects of our life together. We believe that RE should significantly contribute to a child's spiritual, moral, cultural and emotional development whilst acquiring knowledge and understanding of Christianity and the other principal religions represented around the world. We follow the Jigsaw RE programme and supplement this with additional materials from Understanding Christianity.

Religious Education at St. Mary's allows pupils to:

- develop an understanding of what religion is and engage in a personal search for meaning,
- develop an awareness that religious beliefs and commitments are important to those who hold them in a local, national and worldwide context.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses, relationships and life experiences.
- respects the lifestyles of individual pupils and be aware of the need to respect other people's beliefs.

Implementation:

Religious Education is taught to:

- ❖ develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and cultures
- ❖ develop an understanding of religious traditions and to develop positive attitudes and appreciate the cultural differences in Britain today
- ❖ develop an understanding of the nature of commitment e.g. to a faith or belief system and how it affects personal lifestyle
- ❖ develop pupils' own beliefs, values and attitudes, and to develop an understanding of the beliefs, values and attitudes of others
- ❖ provide an opportunity for reflection on their own experiences and to develop a personal response to the fundamental questions of life
- ❖ communicate pupils' feelings through a variety of forms of expression e.g. drama, art, music, language etc.
- ❖ provide opportunities to explore emotions and feelings pertaining to life and death, to mystery, the unexplained and the spiritual
- ❖ develop lively, enquiring minds together with a positive wish to learn, to question, and to argue rationally and apply these intelligently to tasks
- ❖ develop skills and attitudes for Religious Education:

Skills of observation, information collection, reflection, enquiry, interpretation, application, evaluation and analysis,
The attitudes to be developed are respect, empathy, openness, curiosity, sensitivity, insight, appreciation, and fairness.

Impact:

R.E. is normally taught as discreet class lessons, except at the Early Years Foundation Stage where it is taught through the learning areas “Knowledge and Understanding of the World” and “Personal, Social and Emotional Development”. Some aspects may be covered in Collective Worship.

We use Jigsaw RE as well as the Understanding Christianity resource for RE lessons. Our Scheme of Work shows continuity and progression, each teacher has plans, and Subject Knowledge Organisers, which highlights new vocabulary covered in the unit of work.

Time allocation: on average, each class will study RE for a minimum of an hour per week but additional links with other subjects are made wherever possible.

Assessment, Recording and Reporting

Teachers’ assessments will be based on the progression of skills and attitudes and tasks will be set periodically to ascertain pupils’ understanding. Each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children’s knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

Within each class there is a Religious Reflection journal. This captures comments, discussions and snapshots of learning from the pupils. Comments on the pupils’ progress within lessons is included in the annual report to parents.

Lessons and pupils’ work will be monitored in line with the school’s observation timetable as well as recording pupil voice across the school.

The right to withdrawal from R.E.

Parents have the right to withdraw their children from R.E. according to Schedule 19 of the School Standards and Framework Act 1998, but are encouraged to discuss the matter with the Head.

Teachers retain the right not to participate in or to conduct R.E. (*see DfE Circular 1/94 paragraph 141*)

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE coordinator and will be based upon discussions with other members of staff, observation of children’s work and re-evaluation of teaching plans.

Reviewed: December 2023