



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

Religious Education Policy

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Alex Perry/ Michael Schumm	July 2022	✓
Next Review	Alex Perry/ Michael Schumm	July 2023	
Approved	Board of Governors	July 2022	✓
Updated/Approved	Board of Governors	July 2023	

St Stephen's C.E. Primary School

Religious Education Policy

Introduction:

Religious Education is required by law to be taught in all Primary Schools and it is a core subject of the National Curriculum. St. Stephen's, as a Church of England Primary School goes further. This document is a statement of the aims of our RE policy and how it is implemented.

Rationale:

The policy, agreed by the Governing Body, is written for both current and prospective parents, staff and the wider community so that everyone is clear as to our guiding principles and how they are manifested throughout the school.

We believe that parents will value highly a school where education is more than the dissemination of knowledge through the curriculum and where the quality of that education is underwritten by the Christian moral foundations on which the school is based. While many - but not all - will be Christian believers, we welcome parents and pupils of other faiths (and no faith) as long as they understand that this is a Christian school of the Church of England. The Governors believe that young children are free to come to their own views.

This policy will explain how our Christian foundation governs our intake of pupils, how our staff are appointed and how parents have the right to withdraw their children from any aspect of the practice, as they consider best.

Our Aims:

We seek to teach our pupils;

- ❖ to develop an awareness of their own unique value and that of others in the context of the school, their family and the community
- ❖ to encourage an awareness of God and the significance of Jesus Christ
- ❖ to develop knowledge and understanding of Christian belief, practices and values
- ❖ to explore and to develop their own spirituality
- ❖ to appreciate the ways in which religion is conveyed in story, myth, art and music
- ❖ to be introduced to the richness and diversity of other religious traditions, in particular Islam, Hinduism and Judaism. To be introduced to other religions and worldviews in RE lessons helps develop pupils' understanding of their own community and of British Values.
- ❖ to recognise the rights of others to hold beliefs different from their own
- ❖ to appreciate the value of tolerance and mutual respect for those with different faiths and beliefs and for those without faith.
- ❖ to foster an ethos that extends to all aspects of the school and beyond the classroom including behaviour, manners, discipline and care for others.

How it operates:

Our policy is implemented in two ways:

- a) as an agreed teaching syllabus
- b) in the collective worship

1. a) The teaching syllabus

A scheme of work taken from the LDBS syllabus has been planned to take account of the ages and abilities of all pupils and to ensure that there is progression between the Key Stages. Units are allocated based on appropriation for key stages, linked to the vision and the year group spiritual identities and it will be delivered through specific lessons that focus on bible stories and discussion of issues, which highlight honesty, fairness, generosity, kindness and which encourage reconciliation, forgiveness and understanding of life and death.

The units on Christianity provide children with a deep knowledge and understanding of Christianity structured around the 8 key concepts in the 'Big Story of the Bible': God, Creation, Fall, The People of God, Incarnation, Gospel, Salvation and The Kingdom of God.

The syllabus will teach an understanding of Christian festivals and of other religious festivals in a multi-faith society. It will be delivered through visits to places of worship, art galleries and through drama, art, film, video, poetry, music and an exploration of the beauties of the natural world. Elements of the syllabus will overlap into other areas of the curriculum such as literacy, science and history.

As a school we are committed to having a spiritual identity. Each year group has a spiritual word and they have lessons from the syllabus around their word, have and learn a verse on that word from the Bible and use that word as focus for other activities around the school and the year. These words are: Nursery and Reception – Joy, Year 1 – Love, Year 2 – Faith, Year 3 - Wisdom, Year 4 –Trust, Year 5 – Peace and Year 6 Hope.

RE Lesson Planning and Delivery

- At the beginning of the unit a knowledge page will be stuck into the children's books highlighting lesson learning objectives, key vocabulary and assessment focus points.
- The overall topic 'Big Question' and the individual lesson learning objectives will be displayed on the working display walls.
- The working walls include visual stimuli, key vocabulary and reflective questions and answers after each lesson showing the learning journey for the children. This is added to throughout the unit
- Every unit of learning is delivered through a balanced curriculum, which looks at theology, philosophy and human social service.
- Children's understanding and reflections will be shown through the use of reflective questioning in the marking in their books. We aim to provoke challenging questions which foster personal reflection and spiritual development.
- Opportunities are sought to recap prior learning in previous lessons, modules and year groups.

- Subject knowledge is taught in engaging ways to promote a love and enthusiasm of RE.

This could include video clips, dramatic readings, active use of resources such as the bible and the online bible, pupil re-telling of the stories, visual clues, prop bags, filling the gaps, story maps and images.

- Teachers link the lesson activity based on scripture to pupils' relatable scenarios (e.g. when learning about the Christian family they can relate this to relationships they have in their own families), global scenarios (e.g linking learning about Abraham and Sarah leaving home and children then use this to understand how it may feel to be a refugee today), or current events (e.g. learning about creation and relating this to what we can do to affect climate change).

Assessment and recording for RE

- Ongoing formative assessment includes high quality questioning, learning walks, teacher observations, particularly around children's verbal contributions, peer talk and collaborative learning.
- Pupils' progress is recorded on the assessment grids from the LDBS and are regularly monitored and assessed throughout the year by the class teacher
- Learning from the lesson can be assessed through video, photo lessons stuck into their books and written work.
- Assessment will be based upon the objectives in the LDBS assessment spreadsheet and recorded on the topic knowledge pages.
- Governors use assessment data to monitor achievement.

Responsibilities for RE within the school, (Head and Governors)

- As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that :
- All pupils make progress in achieving the learning objectives of the RE curriculum.
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Teachers are aware of the place of RE in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion, tolerance and respect.
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- R.E. is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

Parental entitlement to withdraw:

St. Stephen's Primary School is a Church of England School and therefore parents who have chosen the school have a commitment to ethos of a Christian education, but do still retain the legal entitlement to withdraw their children from RE lessons. If this situation arises, the parents concerned should consult the Headteacher to discuss necessary arrangements.

Assessment:

At the end of specific topics pupil progress will be assessed in light of their understanding of the subject, this forms part of their end of academic year report.

Links with other policies:

This policy will support other curriculum subjects and will be in line with the Diocesan guidelines for Religious Education.

Responsibilities:

The implementation of monitoring of the policy will be the responsibility of the RE co-ordinator who will in turn report to the Headteacher.

Review:

The Governing Body reviews this policy annually. They Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.