

St Margaret's CE Primary School



RE Policy 2021

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Review cycle:	Every 3 years		
Date of this policy	September 2021	Review date	March 2024

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1. INTENT

Our Mission Statement

To develop a life-long love of learning

To grow spiritually and reflect Jesus in our words and actions

To foster self-respect and love for others

To provide opportunities for ALL to flourish

To serve our community

To prepare and equip for an ever changing world

Our intent is to reflect our mission statement by

Aims

- Posing challenging questions about the meaning of life, beliefs, issues of right and wrong and what it means to be an individual in the world today.
- Developing pupils' knowledge and understanding of Christianity and of other key religions that examine these questions. They should begin to appreciate the contribution that religious and spiritual ideas and concepts can make to their own personal search for meaning and purpose in life, enabling them to develop their own spiritual values.
- Encouraging pupils to look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in school, the community where they live and the wider world.
- Teaching children to respect others, including those with different faiths and beliefs and to enable them to challenge prejudice.
- Exploring some of the ultimate questions that confront humanity, and respond imaginatively to them. To learn in a way that is creative and inspiring that meets the needs of all learners.

Principles

RE is taught through key concepts which are built upon as the children move through the Primary age range. Children are encouraged to consider key Christian concepts daily through our school values which are integral to all aspects of classroom life. Tasks are differentiated to ensure that all learners can progress with their knowledge, skills and understanding of RE according to their ability to grasp new concepts.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leaders, April Martin and Diane Evans, oversee and manage Faith and Wonder. They have an overview of how the RE curriculum is taught across the school. They advise and support staff with their understanding whilst ensuring that the subject is sufficiently resourced. They are responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom, keeping up to date with the West Sussex and Diocese expectations.

Organisation

In accordance with the West Sussex agreed syllabus, the expectation is that a minimum of 5% of curriculum time should be allocated to RE in school. This equates to the following:

- Christianity in Reception - 36 hours per year integrated into relevant strands of the EYFS curriculum.
- Key stage 1 – 36 hours per year.
- Key stage 2 – 45 hours per year.

This will largely be fulfilled through allocating 1 hour per week in the Infants and 1.15 hours per week in the Juniors but may be flexible to allow for learning blocks, as and when a topic or whole school initiative requires.

As a school we decided that Religious Education would be known as **Faith and Wonder** to reflect the enquiry-based nature of the subject.

Planning and Content

Christianity is taught primarily through the Understanding Christianity resource promoted and provided for by the Diocese. The content of RE follows the legal requirement to reflect the fact that the religious traditions of the UK are, in the main, Christian. Reflecting our School's C of E nature, Christianity is the majority religion studied in each year group and comprises at least 50% of curriculum time in each academic year. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is organised according to the Understanding Christianity units and equates to the greater part of our curriculum time. Other faiths are taught through the Emmanuel project resource.

Knowledge and skills

Faith and Wonder lessons are taught in line with the locally agreed, West Sussex Syllabus. The Understanding Christianity resource provides the building blocks of key Christian concepts which develop children's understanding of the Christian faith from Reception to Year 6. These concepts are taught within the 'big picture' of the bible to give children a broad understanding of our national faith. In addition, other key faiths are taught through The Emmanuel Project resource which is similar in its learning style and content.

Learning activities provide for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- posing and discussing 'big' and challenging questions
- reading and critically analysing texts
- interpreting information from different sources
- seeking information for themselves in libraries and on computers
- listening to and discussing with the teacher and other pupils
- engaging in individual, paired and group work
- exploring a range of artefacts, pictures, photographs, music and drama
- experiencing visits and visitors
- taking part in outdoor learning
- taking time for reflection

Wider opportunities

RE is a subject that has an impact on all areas of a child's school journey and children are encouraged to reflect upon spiritual issues raised in class throughout their time at St Margaret's. This starts with beginning to understand their place in their own community in EYFS to considering how they can be a positive member of society in Year 6.

Inclusion and Extension

In accordance with legal requirements, RE must be provided for all registered pupils in full time education at St Margaret's School, except those withdrawn at their parents' request after discussion with the school.

We teach RE to all pupils, whatever their individual needs. RE forms part of our commitment to provide a broad, balanced and inspirational education for all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress and work hard to meet the needs of all our pupils.

Homework

Homework is not set for RE

3. IMPACT

Marking and assessment

Assessment for learning

Assessment for learning involves the use of classroom assessment to improve learning. Teachers gather and interpret evidence about pupils' learning and consequently decide where pupils are in their learning and how to take the next steps. Pupils will be asked questions about their learning as part of the dialogue in their books or verbally during the course of the lesson. Children will be encouraged to respond to these comments as an ongoing process of self-assessment.

Informal Assessment

At the end of each unit of work, a small group of pupils from each class will be questioned in detail about the topic they have just covered. Over the course of the year, every child will be given this informal assessment opportunity. By the end of the year each class teacher will have an overall picture of individual children's level of knowledge, understanding and enquiry.

Formal Assessment

At the end of every term pupils will be assessed formally on their learning. This assessment will take various creative forms and will sometimes be linked to English objectives in Key Stage 2. Teachers are required to complete outliers on the Understanding Christianity assessment grids and, in addition, a tracking sheet at the end of each half term. This form of assessment allows teachers to monitor individual children's progress throughout the course of the year. It also informs the teacher's summative assessment for their class at the end of the school year and assists with the child's annual report.

Monitoring and Evaluation

The RE leads undertakes formal and informal monitoring of RE. This involves lesson observations and book scrutinies as well as informal discussions with teachers about lesson content. Lesson observations are undertaken each year with the aim of monitoring teaching practice across the primary range. These may take the form of drop in sessions rather than formal lesson observations. Book scrutinies will take place during the Spring and Summer terms.

The effectiveness of RE is independently inspected by law under Section 48 of the Education Act 2005.

Reporting to parents and governors

All teachers are required to inform parents of children's progress in RE through an annual report which outlines the children's effort and attainment within the topics covered. Progress is also discussed at Parents' evenings where appropriate.

Subject leaders are required to feedback to the curriculum governors every year.