



Policy for Religious Education

Religious Education Policy

Mission Statement

To be completed over the next academic year 2019-2020 with input from entire school community.

Aims for RE

RE at St.George's CE Primary aims to encourage children to understand the nature of faith, belief and the religious experience, with particular reference to the Christian faith.

In accordance with The Church of England Education Office[s] Religious Education in Church of England Schools: Statement of Entitlement (2016) the school aims to enable pupils to:

- develop a strong foundation of the Christian faith through knowledge and understanding (e.g. learning about and from: The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, the Christian community, rites of passage)
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- recognise that there are a number of different branches of Christianity who may share common beliefs but practice their faith in different ways;
- develop some knowledge and understanding of the principal world faiths, applying an understanding of religion to develop informed respect, empathy and sensitivity towards all people
- grow and deepen their spiritual, moral, social and cultural development;
- develop the ability to reflect on their own beliefs, values and experiences and communicate these;
- develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths

The RE Syllabus (Teaching and Learning)

RE is of central importance to St George's and contributes towards its Christian distinctiveness as a Church of England school. We view it as an essential core subject, alongside English, Mathematics and Science. We are an inclusive school, and ensure that RE is appropriate for all pupils, whatever background they come from.

St. George's CE Primary has elected to follow the Southwark Diocese Board of Education (SDBE) syllabus. This syllabus ensures the school's Christian distinctiveness is maintained, whilst providing a curriculum which enables students to learn about and from a variety of other principal world faiths.

A whole school curriculum map keeps the following SDBE curriculum coverage recommendations in mind:

Throughout the syllabus:

Two thirds Christianity

One third other principal world faiths

(Judaism, Islam, Buddhism, Hinduism and Sikhism.)

This equates to 4 half-term units of Christianity

2 half-term units of the other principal world faiths

For Foundation stage the syllabus involves:

6 half-term units wider themes that fit in with Early Learning Goals and have a strong Christianity focus, but are flexible enough for other faiths to be included as appropriate to the pupil's and school context.

The school curriculum map **Appendix 1** outlines how the SBDE curriculum is mapped out to meet the coverage recommendations and ensure a balance between concepts and skills.

St. George's CE Primary aims to provide sufficient, dedicated, curriculum time to explicitly meet RE objectives. In accordance with The Church of England Education Office[s] Religious Education in Church of England Schools: Statement of Entitlement (2016) this time should be close to 10% but no less than 5%.

In order to meet these requirements KS1 take part in formal RE lessons once per week for a duration of 1 hour and KS2 students take part in formal RE lessons once per week of a duration of 1 hour and 45 minutes (this may be split between sessions as teachers see fit). To supplement this allocated time and encourage community cohesion the school also aims to hold a RE day bi-annually where the whole school participates in an exploration of a Christian faith concept. Please see **Appendix 2** for the proposed outline for these days over the next five years.

Teachers also have the flexibility to teach more RE at particular times, for example Christmas and Easter time.

Attainment Targets and Assessment in RE

To meet the school's RE aims, and in accordance with the SDBE Non-Statutory National Framework for Religious Education 2008: Guidelines for Assessing RE in KS1 and KS2 **Appendix 3**; there are two different types of attainment targets which the school aims to achieve.

Attainment Target 1 (AT1): Learning About Religion

This attainment target aims to enable pupils to develop their knowledge, skills, and understanding of religion in reference to the following three areas:

Beliefs, teaching and sources

- How do religions (and non-religious systems) develop their beliefs, teachings and sources within their traditions?

Practises and ways of life

- How do people keep in touch with their 'faith'?

Forms of Expression

- How do people communicate their beliefs and practises to others?

Attainment Target 2 (AT2): Learning From Religion

This attainment target aims to enable pupils to relate their learning about religion to their own lives. It gives them the opportunity to answer key questions and reflect e.g How does this relate to me? What do I think? What is my interpretation and evaluation?

This attainment target focuses on pupils' responses and insights in reference to:

Identity and belonging

- What do religions (and non-religious systems) say about human nature?

Meaning, purpose and truth

- What do religions (and non-religious systems) say in response to the big questions of life?

Values and Commitments

- How do religions (and non-religious systems) hope to guide people into the best possible use of life?

Each unit of study has two overarching attainment targets, one for AT1 and one for AT2. However, lessons may have specific targets which make steps towards these two ultimate targets. Teachers state objectives clearly to pupils, as well as the desired outcomes of lessons in the form of Learning Objectives and Success Criteria making reference to AT1 and AT2.

To ensure effective monitoring and assessment in RE, teachers record student attainment using Target Tracker, St. George's chosen data tracking program for all subjects. Teachers evaluate students against the two overarching attainment targets for each unit covered throughout the school year. Teacher evaluation is guided by student discussions, student workbooks (with activities related to AT1 and AT2), use of pupil self-assessment and peer assessment (KS2) and end of unit quizzes where appropriate.

Monitoring and Self-Evaluation

Monitoring will take place on a half termly cycle, explicitly linked to the whole school monitoring cycle.

Autumn Term 1	Book Look/Learning Environment
Autumn Term 2	Planning Scrutiny/Pupil Voice
Spring Term 1	Book Look/Learning Environment
Spring Term 2	Planning Scrutiny/Pupil Voice
Summer Term 1	Book Look/Learning Environment
Summer Term 2	Planning Scrutiny/Pupil Voice

Lesson observations and feedback will take place at least once per year. Staff meetings will be scheduled once termly, addressing expectations and providing feedback and goals to the school staff as a whole with regards to RE.

As RE is a core subject, the expectation is that classroom displays change every half term and should exhibit a range of children's work.

The schools' RE curriculum map and curriculum resources are saved to the school server in Subject Folders for ease of access for all teachers. Medium Term Plans (MTPs) will be expected to be emailed to and checked by the RE coordinator by the end of the first week of each school half term to ensure curriculum coverage is accurate and meets Attainment Targets. See **Appendix 4** for an example of one of these plans.

Monitoring will also take into consideration pupil voice; for the effective provision of a RE experience which aims to enable all pupils to flourish. Pupil questionnaires, interviews, suggestion box slips and Faith Group feedback will all contribute to pupil voice within the monitoring process.

Formal monitoring of Religious Education will take place in accordance with the cycle of the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act 2005.

Resources

A copy of the framework for teaching, agreed School Curriculum Map and appropriate parts of the units of work for each year level are held electronically on the school server, and can also be accessed via the SDBE website <http://education.southwark.anglican.org/> (the login details for this are shared to all staff via the Curriculum Map).

Physical resources for learning about religion will be shared between classes and can be found centrally in the resource room, or alternatively in classroom cupboards (where that specific subject has been allocated to that class only).

Resources will be purchased by class teachers or the RE coordinator where appropriate, after the schools purchasing procedure has been followed.

Children are taught to handle RE resources sensitively and carefully, as modeled by teachers and teaching assistants.

The local church and clergy will be used, where appropriate, as a living Christian resource. Other Holy Places of relevance within the local community will also be utilized as living examples of principal religions.

The Southwark Diocese Resource Exchange will be utilized to access and borrow resources which support RE within the school (for example, Godly Play sets).

A list of relevant and useful websites for the teaching of RE will be saved and shared on a Google Doc for regular updating by the RE coordinator. Websites would include such sites as: Barnabas in Schools, REsource, Prayer Space in Schools and BBC Teach. These websites provide ideas for rich learning experiences and supporting materials for teachers and pupils.

Responsibilities and Leadership

The RE Coordinator is responsible for:

- † Evaluating and writing a RE action plan yearly, which forms part of the core plan for the school
- † Attendance at a Governors Meeting to feedback to the governing body annually
- † The monitoring of teaching, data, books and planning, giving focused feedback to staff according to the school's monitoring schedule *
- † Organizing the implementation of strategies to collate pupil voice with regards to RE and collating these in the RE subject folder *
- † Staying up to date on developments in RE and training and feeding that back to staff
- † Working on moderation exercises with staff and building a subject portfolio *
- † Liaising with the RE Link Governor
- † Connecting with the parish vicar regularly and communicating any relevant information about RE in the school
- † Auditing and recording RE resources within the school and ensuring teachers have access to these to support their teaching of RE units
- † Planning and organizing the school curriculum map in accordance with the SDBE syllabus
- † Storing of RE related documents electronically in the RE subject folder on the school server
- † Organizing and communicating with leadership, the vicar, parents/carers and teachers in regards to whole school RE days twice yearly

*Subject to time allowance

LST is responsible for:

- † Auditing plans, books and collective worship
- † Supporting assessment/moderation exercises

The classroom teacher if responsible for:

- † Planning exciting, creative, relevant, engaging lessons which make cross-curricular links and support different learning styles
- † Ongoing formative and summative assessment and marking, ensuring some recording is carried out for every RE lesson
- † Maintaining high expectations for learning and presentation
- † Encouraging self assessment, peer assessment and analysis
- † Moderating exercises as facilitated by leadership
- † Communicating progress to parents/careers including an annual written report
- † Organizing RE related visits and visitors
- † Displaying high quality RE work in the classroom and changing displays to reflect the current unit being explored
- † Developing high quality displays for the hall, including student work twice a year (in line with whole school RE days)

The Head Teacher is responsible for:

- ✚ Monitoring the RE action Plan
- ✚ Allocation of subject time for the RE coordinator and staff
- ✚ Parents' rights to withdraw their children from RE

The Governors are responsible for:

- ✚ Receiving the annual RE report to governors
- ✚ Annual review of the RE Policy
- ✚ Election of the RE link Governor
- ✚ Approving the RE syllabus
- ✚ Receiving and discussing the reports of the RE link Governor
- ✚ Participating in the self-evaluation of RE
- ✚ Taking a key role in holding the school accountable for standards and attainment in RE

RE link governor

- ✚ Pupil voice (faith group)
- ✚ Liaising with RE Coordinator
- ✚ Annual review of the RE policy

Vicar of St. George's

- ✚ Weekly Collective Worship
- ✚ Weekly Diddy Disciples in Foundation Stage and KS1
- ✚ Overseeing services in the church
- ✚ Pastoral care of staff and pupils

School and Classroom Environment

- Hall displays will reflect the schools' Christian distinctiveness and will be changed bi-annually on whole school RE days
- RE reflective spaces/areas are expected in all classrooms
- Crosses, Bibles, class prayers displayed in each classroom
- RE displays in Classrooms are to reflect the unit being covered and are to be changed half termly; these displays will include high quality student work and key vocabulary.
- A prayer request box for parents in reception area and prayer request tree in hall
- Themed quotes placed around the school for each half term

CPD

- RE coordinator annual updates through the SDBE
- New information handed down to staff at termly staff meetings or as appropriate through a relevant means (e.g. email)
- Once termly staff meeting, school vicar in attendance
- New staff to meet with the RE coordinator for induction into St. George's RE teaching and learning, syllabus and resources (needs for CPD identified)

Inclusion and the Right of Parental Withdrawal

Parents have the right to withdraw their children from religious education and collective worship as identified in the Education Act 1944 and in subsequent legislation. St. George's is a Church of England Voluntary Aided Primary School where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of St. George's as a church school community, we encourage everyone to be involved in religious education and collective worship. Parents who have concerns about this should discuss them with the Chair of Governors and the Headteacher before their children are admitted to the school.

Jessica Trimble

Next review: July 2020

Appendix 1:

School Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Special People (6 weeks) Who Cares for this Special World and Why? (6 weeks)	Why is Christmas Special for Christians? (6 weeks)	Who Made the Wonderful World? (6 weeks)	What is so special about Easter? (6 weeks)	Why Do Christians believe Jesus is Special? (6 weeks)	Who Cares for This Special World? (6 weeks)
Year 1	What is our school's Christian Identity and how do we show it? (1-2 weeks) What Is It Like To Live As a Jew? (6 weeks)	What is the Story of Noah Really About? (2 weeks) Nativity Characters: Which Character Are You? Why Are You Important? (4 weeks)	What Responsibility Has God Given People About Taking Care of Creation? (6 weeks)	Why Are Saints Important to Christianity? (2 weeks) Why Is Easter The Most Important Festival for Christians? (4 weeks)	What is Buddhism? (6 weeks) <i>Links to Vesak/Buddha Day</i>	Why Is It Good to Listen to and Remember The Stories Jesus Told? (6 weeks)
Year 2	Why Are They Having a Jewish Party? (6 weeks)	Who is the Saint of Our School? (2 weeks) Where is The Light of Christmas? (4 weeks)	Why Did Jesus Teach The Lord's Prayer As The Way To Pray? (6 weeks)	What are God's Rules for Living? (2 weeks) How Do Easter Symbols Help Us To Understand The True Meaning of Easter? (4 weeks)	What Does It Mean To Be a Buddhist? (6 Weeks) <i>Vesak/Buddha Day</i>	Why Do Christians Make and Keep Promises Before God? (6 weeks)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How Did Belief In God Affect The Actions of People In The Old Testament? (6 weeks)	What Can We Learn From Wisdom? (including Proverbs.) (2 weeks) How Do Art and Music Convey Christmas? (4 weeks)	What Is The Importance of Symbols, Beliefs and Teaching in Hinduism? (6 weeks) <i>Links to Makar and Birthday of Swami</i>	How Do Christians Believe Following Jesus' New Commandment and His 2 Greatest Commandments Make A Difference? (2 weeks) Easter People – Who Is The Most Important Person In The Easter Story? (4 weeks)	How Does Worship and Liturgy Enable a Christian To Grow and Express Their Faith? (6 weeks)	What Does It Mean To Be a Muslim? (6 weeks) <i>Links to Ramadan</i>
Year 4	What Does It Mean To Be A Jew? (6 weeks)	Do Fame and Christian Faith Go Together? (2 weeks) How Do Advent and Epiphany Show Us What Christmas is REALLY About? (4 weeks)	What do Sikhs believe? (6 weeks)	Why is Remembrance Important? (2 weeks) How Does Holy Communion Build a Christian Community? (4 weeks)	Who is Jesus ("I Am...") sayings.) (6 weeks)	What Do The Miracles of Jesus Teach? (6 weeks)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	What Does It Mean To Be a Hindu? <i>Links to Ganesh Chaturthi</i> (6 weeks)	What Do The Monastic Traditions Within Christianity Show us About Living in Community? (2 weeks) Jesus and the Gift of Peace – Is Peace the Most Important Message At Christmas? (4 weeks)	What do the Miracles of Jesus teach? (6 weeks)	What Are The Beatitudes and What Do They Mean To Christians? (2 weeks) What Happens In Churches during Lent and Easter? (4 weeks)	The Journey of Life and Death <i>(Thematic Unit-multifaith)</i> (6 weeks)	How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah? <i>Links to Ramadan and Eid</i> (6 weeks)
Year 6	Understanding Faith in ... <i>Thematic multifaith Unit</i> (6 weeks)	Should Every Christian Go On a Pilgrimage? (2 weeks) How Would Christians Advertise Christmas To Show What Christmas Means Today? (4 Weeks)	How Has The Christian Message Survived For Over 2,000 Years? (6 weeks)	How Do 'Bishops in Action' Help Lead The Anglican Church In The Christian Faith Today? <i>Invite Bishop to Visit</i> (2 weeks) How Does the Christian Festival of Easter Offer Hope? (4 weeks)	What Does it Mean To Be a Sikh? (6 weeks)	Who Decides? <i>Rules and Responsibilities (Bridging/Transition Unit)</i> (6 weeks)

Appendix 2:

RE Days

2019- 2020	<u>October</u> <u>Old Testament</u> <i>God's Provision</i>	<u>June</u> <u>New Testament</u> <i>People</i>
2020- 2021	<u>December</u> <u>New Testament</u> <i>People in the birth Story</i>	<u>June</u> <u>Old Testament</u> <i>Prophets</i>
2021- 2022	<u>October</u> <u>Old Testament</u> <i>Wisdom Literature: Proverbs</i>	<u>June</u> <u>New Testament</u> <i>Parables</i>
2022- 2023	<u>October</u> <u>New Testament</u> <i>Miracles</i>	<u>June</u> <u>Old Testament</u> <i>Palms</i>
2023- 2024	<u>December</u> <u>Old Testament</u> <i>Patriarchs and Matriarchs</i>	<u>June</u> <u>New Testament</u> <i>Letters</i>

Appendix 3

Non-Statutory National Framework for Religious Education 2008: Guidelines for Assessing RE in KS1 and KS2

		AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments	
1	I can remember a Christian (Hindu, etc) story and talk about it	I can use the right names for things that are special to Buddhists (Jews, etc)	I can recognise religious art, symbols and words and talk about them	I can talk about things that happen to me	I can talk about what I find interesting or puzzling	I can talk about what is important to me and to other people	
2	tell a Christian (Sikh, etc) story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings	
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave	

Appendix 4

Example Medium Term Plan Blank

Subject:	RE- Christianity	Term:	Autumn 2	Year Group:	Year 1
Unit: Nativity Characters: Which character are you? Why are you important?					
Overall theme and prior learning					
Curriculum Coverage AT1: Learning About Religion Focus: Beliefs, teachings and sources					
I can					
Resources		Curriculum coverage AT2: Learning From Religion Focus: Meaning, purpose and truth			
Key Vocabulary		I can			
Lesson Objectives					
Teaching points					
1. AT1:					
AT2:					
2. AT1:					
AT2:					
3. AT1:					
AT2:					
4. AT1:					
AT2:					
5. AT1:					
AT2:					
6. AT1:					
AT2:					
Assessment tasks (AT1: Learning About Religion and AT2: Learning From Religion)					
AT1: I can AT2: I can					