




ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Policy version Control

RE Policy

Version no	Amendments	Approval date
1	No changes	July 2014 N.Hiscock
2	Added Entitlement as an appendix for clarification. Made a few small changes to explain how the school supports staff training and organises internal and external monitoring activities.	October 2017
3	Added more information about how RE is taught and how children learn. Added 3 strands for RE learning and 6 areas of enquiry.	January 2021  BENJAMIN ROACH

POLICY FOR RELIGIOUS EDUCATION

Introduction:

Religious Education in a Voluntary Aided Church of England School has a unique position in the curriculum. It is a means for helping children explore the spiritual dimensions of life and to lay the foundations for understanding of the Christian Faith. It is an integral part of school life and is developed throughout the curriculum. It is generic to the ethos of the school.

We maintain strong links with St Paul's Church Bow Common and the local community. We welcome the contribution that visitors who lead Collective Worship make towards enriching religious education in our school.

The challenges that children will meet growing up in a multi-cultural, multi-faith society will be addressed through planned units of work. These are organised in accordance with Diocesan recommendations and will enable children to develop their knowledge, understanding and respect for the traditions and culture of the other major world faiths.

The teaching of Religious Education in a Primary School must take into account the age and understanding of the child and whenever possible be closely related to their first hand experiences. To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into the classroom.

We follow the Statement of Entitlement produced by the Church of England Education Office (appendix 1).

The main strands to be followed are:

1. Christian Teaching:

Teaching directly related to Christianity. e.g. The Life of Jesus; Bible Study; the Church and other places of worship; Christian Celebrations etc.

2. Christian Community:

Christian living; Caring and helping others; Relationships: in school/with Church/Home and Community, caring and responsibility for the environment, community action projects.

3. Thematic:

Cross-curricula approaches developing an understanding that R.E. is not an isolated subject but is related to other areas of the curriculum.

4. Prayer and Worship

Meditative music is often used in RE lessons to create the atmosphere of awe and wonder that is a key part of RE lessons enabling pupils to share in a sense of wonder, thankfulness and praise for the world and everything in it.

Collective worship in the hall or in class always starts with a lighting of a candle and ends with a prayer and opportunity for children to reflect.

Prayer is often used in RE lessons as a plenary to encourage pupils to apply learning from the lesson to everyday life. Children compose their own prayers; offer spontaneous prayer or learn Anglican prayers such as The Lord's Prayer.

There is a designated Prayer area within each classroom and children's prayers are displayed here.

5. Other Faiths:

Awareness and respect for the different faiths is covered through certain units of work designated for this purpose. Visits to other faith venues and visitors from such places take place in accordance with expectations from the London Diocesan Syllabus.

Policy Themes:

The Diocesan Board of Education in its publication 'Guidelines for Religious Education', identified ten themes of Religious Education which schools should include in their schemes of work:

1. Worship and Prayer.
2. The Bible.
3. The Life of Jesus.
4. Celebrations in the Christian Year.
5. Exploring the Church.
6. The other five major faiths.
7. The Creative Arts and Religious Education.
8. Bible and traditional stories
9. Symbols and Sacraments.
10. Understanding what it means to be a Christian.

All these areas of experience form the basis of the religious education we provide in our school.

Teaching, Assessment and Monitoring

A weekly lesson is planned to enable children to learn about religion (AT1) and to learn from religion (AT2). We use the 'I Can Statements' to ensure that teachers plan lessons at the right pitch including challenge for the higher achievers and scaffolding for the lower achievers. The 'I Can Statements' are used to assess children's attainment and progress each term.

Children's work is marked after every lesson, sometimes with a question (differentiated for the different abilities in the class) to allow children to clarify and explain their thoughts. At the beginning of each lesson children are provided with the opportunity to show what they have learnt so far using the sentence "I remember". This provides teachers with a continuous opportunity for assessment for learning.

The quality of children's work and the presentation of their work in RE is expected to be of a high standard on a par with expectations in literacy and for this reason class teachers teach RE not supply teachers.

Teachers use a "working wall" which displays the "Big Question" of the unit with the "little questions." This allows the children to see their learning journey through the unit and the opportunity to refer to their class working wall during the school day. The key vocabulary is also displayed which encourages the children to become more religiously literate.

The school uses the LDBS scheme which is written so that each topic is based on a question for example, *What do we know about Jesus?* or *Why are we having a Jewish party?* Lessons are interactive and engaging, including a variety of ways to interest children in the topic:

- Stories
- Questions

- Books, artefacts, photographs, videos, PPTs
- Visits to special places of worship
- Visiting speakers
- Drama/role play
- Music
- Art & DT
- Games
- Research using the internet

The syllabus has taken note of the 2013 national curriculum framework for RE, taking into consideration the following:

Three strands for RE learning:

A: know about and understand a range of religions and world views.

B: express ideas and insights about the nature, significance and impact of religions and worldviews.

C: gain and deploy the skills needed to engage seriously with religions and world views.

Six key areas of enquiry:

- beliefs, teachings, sources of wisdom and authority;
- ways of living;
- ways of expressing meaning;
- questions of identity, diversity and belonging;
- questions of meaning, purpose and truth;
- questions of values and commitments.

Teachers are supported to improve their teaching through a termly RE staff meeting, in which good practice, successful educational visits, children's books, teachers' reflections on what is working well in the RE scheme, are shared and celebrated. The RE Leader attends termly training sessions at the LDBS thus keeping up with the latest information and bringing new ideas back to school to share. The RE Leader and Headteacher conduct termly RE book scrutinies and give feedback to staff.

In alternate years the school requests a SIAMS Review led by an adviser from the LDBS which includes a learning walk to observe teaching and learning in RE, book scrutiny and interviews with pupils, (the most recent review was March 2019). This enables SLT and the RE Champion to identify areas of strength and areas to improve. Governors are invited to attend. A SIAMS working party consisting of governors and staff meet termly to address actions from the last SIAMS (Feb 2016).

Aims for Religious Education:

1. To promote the spiritual, moral, cultural and intellectual development of pupils in our school and prepare them for the experiences and responsibilities of adult life.
2. To develop an understanding and knowledge of the Bible and Christian beliefs in a way that relates directly to their lives.
3. To introduce pupils to an experience of God's Spirit, and able to reflect upon, listen and pray to God.

4. To develop a respect and understanding of other religions, cultures and traditions.
5. To develop an understanding and experience of God through praise and worship.
6. To develop knowledge of the Parish Church and other local Christian churches both as a building and a community of people who share the same faith.
7. To encourage children to reflect about their own beliefs and values with a positive interest in others with different beliefs and a confidence to challenge and be challenged through informed discussion.
8. To develop caring attitudes to members of the school community and to the wider community and act upon those attitudes through involvement in community projects that make a positive difference to others.
9. To develop a sense of responsibility towards the environment. With a strong sense of excellence and high standards of care and pro-active concern for others and their property.
10. To provide religious education for all pupils in accordance with the school Trust Deed and with the provisions of The Education Reform Acts.

See related policies:

Spirituality Policy

Collective Worship Policy

Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>

² Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

³ The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, *Religion and worldviews: The way forward A national plan for RE* (Religious Education Council for England and Wales 2018) p4.