



EVERY CHILD, EVERY DAY, HAPPY TO LEARN

RE Policy

2021

RE Policy Responsibility for monitoring this policy: Jonathan Murphy			
Date	Reviewed by:	Role	Date approved by Governors
March 2021	J Murphy	RE Lead	

St Margaret's at Hasbury (VC) Primary School Religious Education Policy

Curriculum Drivers

Independent

Resilient

Creative

Emotionally Intelligent

Curious

Vision:

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as a unique individual. We want the children of St Margaret's to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be:

“Living Life in all its fullness” (John 10:10)

Our Christian Core Values at St. Margaret's at Hasbury:

At St. Margaret's at Hasbury, the children and our families are our priority. We strive to improve what we do to make sure the children receive the best education they can in a happy, caring and healthy environment. Our core set of Christian values are **respect, courage, trust, forgiveness** and **love**. These values are the building blocks of our curriculum and learning environment.

Introduction:

Religious Education is **central** to the purpose of St. Margaret's at Hasbury Primary School because as a church school, we see that the Christian faith, and learning about others' faiths and beliefs, inform **all** aspects of our lives together.

R.E. delivered at St. Margaret's explores how individuals and communities make meaning and sense of their existence. It helps **all** children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society.

Religious Education enables pupils to know about, understand and respond to the important and ultimate questions of life. At St. Margaret's, R.E. is taught in such a way that it inspires pupils to explore, develop and affirm their own faiths and values and have respect for the faiths, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children but to promote an education that enables children to flourish and live **life in all its fullness**.

Aims

At this school, Religious Education strengthens the vision, ethos and values which are at the heart of what we do in every aspect of school life. R.E. aims to enable pupils of all abilities and stages of development to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.

- Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Develop a sense of awe, wonder and mystery.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

(Statement of Entitlement - Church of England Education Office June 2016)

The principle aim of RE is to engage pupils in **systematic enquiry** into significant human questions addressed by religion and world views. It allows them to develop the **understanding** and **skills** needed to appreciate and appraise varied responses to these questions, as well as **develop** responses of their own. Children will:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the **nature, significance** and **impact** of religions and worldviews, so that they can:

- **explain** reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- **express** with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- **appreciate** and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- **find out** about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- **enquire** into what enables different individuals and communities to live together respectfully for the wellbeing of all
- **articulate** beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

(Dudley SACRE 2013 syllabus for Religious Education)

At St. Margaret's at Hasbury Primary School, Religious Education supports and strengthens the vision, ethos and values of the school. These core beliefs are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the R.E. curriculum.

Legal Framework

As a voluntary controlled school, Religious Education is taught in line with the Local Authority's agreed syllabus, combined with the 'Understanding Christianity' resource.

Right of withdrawal

At St. Margaret's, we believe that RE is central to the life and identity of our school. However, we recognise that parents have the right to withdraw their child from Religious Education, located in Section 71 of the School Standards and Framework Act 1998. To exercise this right, parents, guardians or carers are asked to write to the head teacher informing their desire to exercise the right to withdrawal.

Teaching and Learning

1. The scheme of work for Religious Education is written to ensure a balance between the Dudley SACRE 2013 for R.E. and the 'Understanding Christianity' resource, ensuring an equal balance and an emphasis on Christianity.
2. The R.E. scheme ensures that we provide a challenging and robust curriculum, based on an accurate theological framework that draws on the richness and diversity of religious experience worldwide.
3. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the R.E. syllabus.
4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest, ensuring that there is continuity and progression for pupils and opportunities for pupils to deepen their understanding of the religion and world views as lived by believers to '**dig deeper**' and learn from religion.
5. Pupil progress and attainment in RE will be tracked by teachers at the end of each unit and recorded and analysed termly by SLT and RE Lead.
6. Progress in R.E. will form part of the pupils' annual report to parents.
7. R.E. will be taught as a standalone subject and will endeavour to establish meaningful links with the other subjects of the curriculum. Our R.E. curriculum makes a positive contribution to SMSC development and British Values.
8. Visits to places of worship are planned to support learning in R.E. for every year group.
9. Dedicated R.E. will be given at no less than 5% of the curriculum time (1-hour per week).

Subject Leadership Aims

1. The Religious Education subject leader includes a member of the SLT.
2. The R.E. subject leader will support and monitor the subject.
3. The R.E. subject leader will ensure that their subject knowledge and expertise are kept up to date by means of regular training and contact with other schools in the local area.
4. The R.E. subject leader will ensure that staff receive appropriate training in the teaching and assessment of R.E.
5. The R.E. subject leader, senior leaders and governors will regularly monitor the quality of R.E. teaching across the school.
6. The R.E. subject leader will report at least annually to governors on progress and attainment in R.E.

The R.E. subject leader and head teacher will ensure that the principles set out the National Society's Statement of Entitlement for RE are met.

Assessment

We expect children to achieve as well in Religious Education as they do in other subjects across the curriculum. Children will be taught knowledge, skills and understanding through the use of enquiry questions. With the new assessment format in place, teachers can mark objectives achieved as they move through a unit of learning. Each unit of work is dated as 'working towards', 'achieved', or 'exceeded', and this gives teachers a clear view of where an individual fits within the end of year outcomes and allows for accurate assessment of a child's understanding.

Monitoring and evaluation

The Religious Education subject leader is responsible for the monitoring of the development, progression and co-ordination of the subject throughout the school in consultation with the Head Teacher and governors. External partners are invited into the school to also contribute to the monitoring cycle which ensures the moderation of judgements on the quality of RE.

Review Updated March 2021

Governor Approved

Shared with staff