



# Religious Education Policy

**Head Teacher: Mrs Sarah Young**

**Religious Education Leader: Mrs Jackie Hill**

This policy was adopted on : September 2017

## Introduction

This policy is intended to support all school staff in delivering Religious Education.

Religious Education has been a compulsory element in the schooling of all pupils from Reception since the Education Act of 1996. Although R.E. is not a part of the National Curriculum, the Act requires all pupils to receive classroom Religious Education and a daily Act of Worship. The Governors of Church Aided Schools remain bound to provide Religious Education in accordance with the Trust Deed of the original Founders of the School.

[The statement of Entitlement as directed by The Church Of England.](#)

The aims of Religious Education in **Church schools** are:

To enable pupils 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.

To enable pupils to 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.

To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

All St Paulinus staff have a contract with the School Governors, in accordance with the National Society's recommended contract, so may not withdraw from the teaching of R.E.

The time given to R.E. as a curriculum subject is recommended to be 1 hour of teaching time in KS1 and 1 hour and 15 minutes in Key Stage 2.  
At St Paulinus this recommendation is followed.

Religious Education is an educational activity with Christianity at its centre, which promotes the spiritual, moral, social and cultural development of pupils and nurtures our school Christian values: Respect, Peace, Friendship, Hope, Forgiveness and Thankfulness.

## **Aims**

The Governing Body and Staff of St Paulinus aim to ensure that:

- Pupils develop an awareness of self and sensitivity to others, acquiring moral values based on the Christian doctrine.
- Pupils develop the confidence to make and hold moral judgments, developing habits of self-discipline and acceptable behaviour.
- Pupils gain a secure knowledge and understanding of Christianity as expressed in the tradition of the Anglican Church.
- Pupils develop their faith.
- Pupils gain knowledge of the importance in human lives and cultures of a variety of different religious traditions, and to learn to respect peoples of different faiths.
- Pupils understand the nature of religion, such that they can see how it meets their own needs, and answers to their own experiences.

## **Strategies for the achievement of aims**

Staff will be using the Understanding Christianity Scheme of Work for R.E. throughout the school to guide their planning and teaching. See Appendix for over view of Scheme of work including the teaching of other faiths

Staff should base their teaching on using the Understanding Christianity units of work, using big questions to narrow the focus to RE objectives and to challenge children to make links to their own lives and the lives of others.

A variety of teaching methods and arrangements can be used to teach the subject and should include the use of visits and visitors, and the use of audio/visual resources, such as religious artefacts and I.T.

Assessment will be based on teacher judgement of classroom work and discussion. Staff need to know the attainment of their pupils in relation to the content of their planning, and will refer to the Understanding Christianity unit outcome statements..

At the conclusion of a unit of work (half-termly) it will be necessary to assess the children's knowledge of the subject and to provide an evaluation of their personal development.

## **The role of the Religious Education leader:**

The coordinator will be responsible for:

- Implementing the policy.
- Raising the awareness of staff of ways of approaching the subject and the availability of resources and using the budget to add new resources.

- Arranging INSET according to need.
- Developing an action plan to inform the School Improvement Plan.
- Liaising with the Clergy and Diocese to ensure their involvement.
- Monitoring R.E. throughout the school, including planning, teaching and attainment.
- Reporting to the Governing Body.

## **SEND**

Children who have Special Needs in other subjects may well need extra support in R.E. lessons, particularly if their need relates to speaking and listening or reading and writing. This should not prevent their participation in R.E. lessons and work can be differentiated in a variety of ways. Written work can be differentiated by task or expectation. This is also important to extend children who have a highly developed knowledge and understanding.

### **Equal Opportunities**

Every child will have the opportunity of equal access to R.E., unless parents exercise their right of withdrawal.

### **Resources**

R.E. resources, including reference materials for teachers and pupils, are kept in the resource room in the cottage.

There are large sections of R.E. books in both libraries.

The Understanding Christianity syllabus has been downloaded onto the IT system so all staff have access to it along with the pictures in Christianity.

New resources will be purchased from the R.E. budget.

### **Parental Withdrawal**

Parents have a legal right to withdraw their child from all or part of R.E., although the value of R.E. lessons will be discussed with them by the Head Teacher before their decision to withdraw is written into an agreement with the school.

### **Personal, Social and Emotional**

This includes spiritual and moral development, as in the following statements.

Children will –

- Have a developing awareness of their own needs, views and feeling and be sensitive to the needs, views and feelings of others;
- Have a developing respect for their own cultures and beliefs and those of other people;
- Understand what is right, wrong and why;
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.

### **Understanding of the World.**

The following statements relate most closely to Religious Education. Children will-

- Find out about past and present events in their own lives, and in those of their families and other people they know;
- Observe, find out about and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people.

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Reception.</b>	Why and how am I special? OR CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Why and how am I special? OR CREATION Why is the word 'God' so important to Christians?	SALVATION Why do Christians put a cross in an Easter garden?	What can we learn from the Old Testament stories?	What can we learn from New 'Testament' stories?
<b>Year 1</b>	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians CORE LEARNING	GOSPEL What is the good news that Jesus brings? CORE OLEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	What are the stories that are told in other faith traditions?	What are the stories that are told in other faith traditions?
<b>Year2</b>	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians DIGGING DEEPER	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	JUDAISM How do Jewish people remember and celebrate?	JUDAISM Why are stories important for Jewish people?

## Appendix

Rochester Diocesan Overview 2017

You may want to move the units within a year group to fit with other curriculum considerations.

This is a model for the initial years of the syllabus - we may need to review this as pupils' understand deepens

**Key Stage1 and EYFS**

**Note:**

## **The Foundation Stage**

At the Foundation Stage, Religious Education will be taught through the Early Learning Goals within the EYFS Curriculum

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design
- Understanding of the world
- Mathematics
- Literacy

Two areas of learning which most relate to the subject matter of RE are; Personal, social and emotional development and Understanding of the World.

### **Rochester Diocesan Overview 2017**

You may want to move the units within a year group to fit with other curriculum considerations.

This is a model for the initial years of the syllabus - we may need to review this as pupils' understand deepens

## **Key Stage 2**

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Year 3</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>INCARNATION</b> What is the Trinity <i>CORE LEARNING</i> <b>Christmas 2 lessons</b>	<b>SIKHISM</b> What is important for Sikh people?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>SIKHISM</b> How do Sikh people worship and celebrate?
<b>Year 4</b>	<b>CREATION</b> What do Christians learn from the Creation story?	<b>INCARNATION</b> What is the Trinity? <i>DIGGING DEEPER</i>	<b>GOSPEL</b> What kind of world did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	<b>HINDUISM</b> What do Hindu people believe about God?	<b>HINDUISM</b> How do Hindu people worship and celebrate?
<b>Year 5</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah <i>CORE LEARNING</i>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> What do Muslims believe about the way they should live their own lives? And why?	<b>ISLAM</b> What do Muslims believe about the way they should live their own lives? And why?
<b>Year 6</b>	Creation Creation & vScience: Conflicting or complementary? In the wider context of 'Big Questions'	<b>INCARNATION</b> Was Jesus the Messiah? <i>DIGGING DEEPER</i> <b>Christmas 2 lessons</b>	<b>GOSPEL</b> What would Jesus do?	<b>SALVATION</b> What difference does the resurrection make for Christians?	<b>BUDDHISM</b> What do Buddhists believe about the way they should live their lives and why?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?