



St Peter's C of E Primary School

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Religious Education Policy



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Reviewed: Autumn 2015

1. Our Mission in the Community

Our values are informed by the values central to Christianity. We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

2. School Aims

We want to be:-

- A school which challenges excites and inspires.
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other.
- A school which worships prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community.

3. Introduction

The Religious Education Policy will support the delivery of the Mission Statement. Religious Education takes place within the context of the Christian aims and ethos of St Peters CE School (& Nursery) as reflected by our Mission Statement.

The Governors at St Peter's have agreed that the school will follow the SDBE scheme of work. Other religions studied are Islam and Judaism in Key Stage 1, Hinduism and Sikhism in lower Key Stage 2 and Islam in upper Key Stage 2.

4. Aims of Religious Education

Religious Education should help children:

- To increase and develop children's knowledge and understanding of the Christian faith, it's beliefs' scriptures, traditions and festivals.
- Foster attitudes of respect, responsibility and reflect upon moral and personal issues enabling them to be sympathetic towards others.
- Enhance their understanding and knowledge of religions and spirituality and explore their faith, beliefs and ideas.
- Explain issues such as the meaning of life in the local community and the wider world.
- To increase and develop children's knowledge and understanding of other major world faiths.

5. Develop Spiritual, Moral, Cultural and Social Awareness

- Respond to the teaching and practices of religion through their own understanding and experience.
- Be aware of their own beliefs, values in relation to others.
- Develop children's spirituality through prayer and reflection.
- Behave positively towards others, respecting the viewpoint and beliefs of others in a multi faith and culturally diverse society.
- Pupils should be aware of the significance that Christianity has in the formation of our society.

6. Developing RE

Religious Education is treated as a core subject at St. Peter's School. Religious Education will be structured around three areas:

- a. SDBE Scheme of Work
- b. Collective Worship
- c. Topic Related Themes

Through:

- Class lessons
- Daily worship time
- Church worship time
- Visits to relevant exhibitions and places of worship and visits from Ministers of Religion at various times during the year.

7. Content of Religious Education Lessons

During each unit teachers should aim to adapt lessons accordingly to ensure R.E. is creative as possible (See A Creative approach to S.O.W. document). An extra lesson will also be included to teach the value of each term.

The work in RE lessons is represented through the following areas:

- P4C (perhaps as a starter lesson)
- Art
- Visit or visitor to place of worship
- Drama/role play/music
- Reflective storytelling
- Writing linked to literacy genre

Lessons also provide time to discuss, think, question and reflect.

8. Attainment Targets

8.1. AT1 Learning about Religion

Children will develop their knowledge, skills and understanding with reference to:

- Beliefs, teachings and sources
- Practices and ways of life
- Forms of expression

8.2. AT 2 Learning from Religion

Children, in the light of their learning about religion, will express their responses and insights with regard to questions and issues about:

- Identity and belonging
- Meaning, purpose and truth
- Values and commitments

An attainment target sheet is provided for all classes to provide support with assessing children in attainment target 1 and attainment target 2.

9. Skills to be taught:

- Investigation skills
- Interpretation skills
- Communication skills
- Critical skills
- Social skills
- Evaluation skills
- Enquiry skills

10. Topics and Themes to Promote Religious Teachings.

The themes are linked to the liturgical year. Cross curricular links may be made through other curriculum subjects where appropriate. The curriculum leader will review the curriculum framework with the Faith Team and staff on a bi annual basis. Copies of the framework can be found on the shared area.

Please note: Other Religious Festivals can be taught through out the year as part of Religion and P.H.S.C.E.

11. Time Allocation

EYFS & KS1: **minimum** 45 minutes per week

KS2 **minimum** 1 hour p/w

12. Entitlement

RE and Collective Worship is an integral part of the curriculum and is treated as a core subject. All pupils have the opportunity to receive RE although parents are informed and have the right to withdraw their child from the lesson or worship time after writing and discussion with the Head teacher. Children who are withdrawn will work with a Classroom Assistant for the duration of the lesson / worship time.

13. Inclusion

All pupils will benefit from Religious Education regardless of academic ability. Planning and delivery of RE will be appropriate to a range of ability and aptitude of pupils. Provision will be made by the teacher to ensure all children are able to access the R.E. curriculum.

14. Equal Opportunity

Religious Education is taught to all pupils irrespective of gender, ethnicity, physical & mental ability.

15. Monitoring & Evaluation

Staff will plan termly and weekly in line with other curriculum subjects. Planning will include any themes, topics, visits, speakers and strategies to be used.

The curriculum leader and SLT including the Governor responsible for R.E. will monitor teaching and learning, planning and delivery of the curriculum in accordance with the School Development Plan. A monitoring schedule will be provided for all staff for the year in line with the middle leader's document. A report will be compiled by the curriculum leader and disseminated to the governors and staff. Any issues will be used to inform the action plan and the SIAMS document. A report to Governors will be written each year.

The curriculum leader, Faith team, staff and Governors will regularly update the Self Evaluation for Church of England Schools (SIAMS) which will inform the action plan.

16. Implementation

At St Peter's we want the children to have the opportunity to learn about and explore Religion. It is important that children are given many opportunities to ask questions, raise issues and develop their religious beliefs.

The School's RE programme in class and whole school will follow the church calendar. The school will celebrate the major Christian festivals and recognise other faith festivals.

RE may be taught separately and / or linked to other curriculum subjects.

RE will encourage religious, social, moral values, as well to reflect upon personal beliefs and develop children's spirituality, irrespective of ability or religious background. It will give us opportunities to develop cultural, social and religious ideas and show how our lives are affected by the above.

17. Recording in Religious Education

17.1. EYFS – Children will record work through pictures, painting, writing etc. Evidence will be kept through class displays, annotated photos. Evidence will be stored in the Class R.E book, class reflection book and in children's assessment files.

17.2. KS1 & 2 – Records and evidence of children's work will be stored in the class R.E. book, reflection books or through displays. Evidence may also be kept through annotated photos and I.C.T. Some evidence may be found in other curriculum books. Teachers will identify this in planning.

18. Assessment

The school will follow the assessment 'I can statements' from Southwark Diocesan Board of Education. Children's work will be assessed three times a year; autumn 2, spring 1 and summer 2 and an overall level will be given at the end of the year. The use of the attainment target 1 and attainment target 2 prompts

are used to support assessment. Children's work will be assessed in line with the assessment and marking policy. One piece of writing will be used for moderation of R.E and writing to ensure standards are in line with the core subjects.

Outcome questions can also be identified in planning as informal way of assessing what the children have learnt from the lessons and to inform future planning.

19. School and Classroom Environment

A display should be visible in each class room linked to the topic. Each class has a reflection table that includes; a Children's Bible, selection of other Bibles, a cross, a candle and prayer cards/books etc. The class room needs to be adapted according to the content of the lesson. Artefacts, candles etc. may be used as a focus for prayer and reflection. The school entrance displays the mission statement and displays relevant to the liturgical year. Christian symbols and the school values are visible throughout the school.

20. Resources

Resource boxes are kept in the resources room for topic themes.

21. C.P.D.

All staff are entitled to a programme of C.P.D. This programme will depend on experience and whole school priorities. C.P.D. may be delivered through a variety of forms such as; modelling lessons (including reflective storytelling) by the curriculum leader, use of the clergy in church or school to share expertise, support through staff meetings led by the R.E. curriculum leader or SDBE adviser and courses at the SDBE etc.

22. Policy Evaluation

The policy will be evaluated by the Faith Team and staff on a bi annual basis and recommendations made to the governors.