

# **St. George's Church of England Primary School**

## **RE Policy**

RE at St. George's Church of England Primary School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire

We deliver RE in accordance with the Church of England Education Office's Statement of Entitlement. (see separate document)

### **Intent**

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and will maximise the outcomes for every child so that they make good progress from their own starting points. By the time our children leave us at the end of Key Stage Two, we want them to be able to:

- Experience opportunities to be fascinated, curious and open to new challenges.
- Be inquisitive and ask questions about a range of different religious beliefs, values and traditions and develop a rigorous understanding of religious traditions, beliefs and practices in Christianity and a range of world faiths and worldviews, including Judaism, Hinduism and Islam.
- Develop the confidence to approach and discuss the 'big questions' about religions and religious beliefs raised by human experience and reflecting on how religious and other traditions respond to them;
- Be equipped with systematic knowledge, understanding and appreciation of how religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, in local, national and global contexts, enabling them to develop their own ideas, values and identities.
- Develop an aptitude for dialogue and discussion so that they can be religiously literate. We understand religious literacy to be: "our pupils' ability to hold balanced and well-informed conversations about religion and worldviews".
- Have a strong understanding of the religious groups represented in Stamford, as well as those in local cities such as Peterborough and Lincoln.
- Be discerning and to combat prejudice with compassion, preparing them for their continued learning at secondary school. This will equip children to be a citizen in today's multicultural society in adult life, employment and continued life-long learning.
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;

At St. George's, we aim to enhance pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of adult life. We will achieve this by offering opportunities to learn about different the cultures, beliefs and values of a range of groups in society in the work that they do. They will be encouraged to develop and express their own views in a respectful and considerate way.

### **Entitlement**

- Parents may withdraw their children from Religious Education. However, by choosing a Church school, Governors expect parents to commit themselves to full participation in the Christian life of the school.
- At St. George's, Religious Education is primarily concerned with the beliefs and the foundations of the Church of England.
- As appropriate to their age and understanding children will be taught about other world faiths
- The proportion of time allocated to the teaching of Christianity is approximately 67% and other religions 33%

### **Time Allocation**

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

**RE curriculum time does not include values lessons, collective worship or assembly.**

### **Implementation**

We have implemented a well-sequenced progression map containing the key concepts children need to be procedurally fluent in their study of religions and religious practice. At William Hildyard, religious education involves:

- teaching Religious Education as a separate subject or, where appropriate, as part of a cross-curricular theme
- following the Lincolnshire Agreed Syllabus for R.E. recommended scheme of work and 'Understanding Christianity' program to teach Christianity.
- children will be given the opportunity to study the Bible, the history and teaching of the Old Testament, and the life and times of Jesus in the New Testament.
- whenever possible children will be given the opportunity to study the Church as a building and place of worship, in particular, St George's Church in Stamford.
- visits to religious buildings will be made in the local area including: St George's Church in Stamford, Peterborough Faizane Madina Central Mosque, Lincoln Cathedral (Church School's Festival)
- children will be encouraged to develop a positive attitude to life and develop their personal learning and thinking skills.
- using developing language to talk about their work e.g. holy, sacred, incarnation, salvation, commandment, pilgrimage, fasting.
- they will express and evaluate their own views on religious belief and practices e.g. in relation to different denominations of Christianity, celebrations, pilgrimage, rules within religions
- they will explore their likes and dislikes, needs and feelings
- as appropriate children will be encouraged to think about people and countries less fortunate than themselves, and about how we can help care for the Earth's resources.
- children in the Foundation Stage will develop an awareness of Christianity and will relate this to their own lives
- children in Key Stage 1 will study Judaism and Islam alongside Christianity
- by the end of Key Stage 2 children will have studied Christianity, Judaism, Hinduism and Islam
- R.E. is generally taught by the class teacher and where possible classes will be supported by the staff of St Guthlac's church
- each class should have an R.E. display and classes will have an opportunity to display work around the school.
- no child will be excluded from R.E. because of ability, creed or religion
- children will be encouraged to develop their own spiritual awareness, irrelevant of religious persuasion

At St. George's, we use a variety of teaching and learning styles in our religious education lessons. We use whole-class teaching methods and we combine these with enquiry based research activities. We encourage children to ask as well as answer questions about religious practice and belief.

### **Early Years Foundation Stage (EYFS)**

In Reception, Religious Education is taught as an integral part of topic work covered in the EYFS setting. In EYFS, RE is about the children having the opportunities to find out and learn about relationships with different people who live in the world in which they live. Furthermore, they will work on an awareness of emotional development. The RE side of the children's work is related to the 'Personal, Social and Emotional Development' objectives set out in the EYFS curriculum.

### **Staff Development**

Staff training in RE can be accessed as part of the school's Professional Development Programme, either through planned staff meetings, school based INSET training or courses facilitated by external providers.

### **Resources**

At St. George's all topics have a range of resources including books, artefacts and teaching resources to aid the teaching of RE. These resources are audited on a regular basis and reviewed through discussion with teachers.

### **Differentiation including catering for children with Special Educational Needs**

At St. George's, we aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

### **Assessment**

At St. George's, we assess the children's work in RE by making informal judgements as we observe the children in the lessons. We make summary judgements of the work for the children and consider whether they are working towards, at or at greater depth within age related expectations. These expectations are outlined on the progression document for RE. Class teachers keep the children's RE work in their RE books.

### **RE and ICT**

At St. George's, ICT plays an integral part in the teaching and learning of RE. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

### **The Role of the Subject Leader**

The Subject Leader's role is to ensure that pupils make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- securing high quality teaching;
- ensuring that planning meets the requirements of the school's agreed curriculum
- Monitoring the effective use of resources
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements;
- Ensuring that colleagues are aware of expectations;
- Action planning for future development;
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Monitoring the effectiveness of teaching and the impact on learning and standards;
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

### **Disability and Equality Statement**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme.

Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff or parents.

Any questions or concerns regarding this policy should be addressed to the Executive Headteacher or Head of School.

### **Background Information**

This policy was written with reference to the Lincolnshire Agreed Syllabus for R.E (2018) in 2021.

It will be reviewed in 2024, or sooner, should the Lincolnshire Agreed Syllabus for RE be updated.