

St Matthew's High Brooms CE Primary School

Powder Mill Lane
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RE Policy

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Fulfilling God-given potential

*Distinctive Christian values-
Honesty, Kindness, Respect, Responsibility*

Fulfilling God-given potential

Policy Statement for Religious Education

'Fulfilling God-given potential'

At St Matthew's School we recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential.

"See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation)

Introduction

At St Matthews' High Brooms Primary School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the *Kent Agreed Syllabus(2017) (New Updated KAS will be implemented during 2023)* we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

RE has a particular contribution to make towards the Spiritual, Moral, Social and Cultural education of each pupil. It involves learning about religion i.e. understanding what people believe and do, and how they express themselves, and also learning from religion i.e. making sense of who we are, of life, and of right and wrong. We encourage respect for religious commitment and for those holding different beliefs. As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.

- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Objectives

As stated in the Church of England's Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RE has a high profile within our school curriculum. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. The majority of units focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion. Christianity is taught using the 'Understanding Christianity' scheme and the teaching units which cover other faiths have been provided by the Rochester Diocesan Board of Education. Children are assessed on their knowledge and understanding of core religious concepts. This ensures children make progress and achieve at least in line with age related expectations in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. It reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Posing and discussing 'big' and challenging questions
- Listening to the teacher and each other, ensuring that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

- Providing opportunities for pupils to engage with religious texts, beliefs, rituals and practices and how they help form identity in a range of religions and world views.
- Seeking information for themselves eg on computers
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Differentiation and Special Educational Needs

Policy and practice in Religious Education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. Tasks are planned to be challenging and sufficiently demanding to stimulate and engage all pupils whilst extending those pupils who are more able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained

from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious Education supports the development of general educational abilities such as literacy, empathy, and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC (Spiritual, Moral, Social and Cultural) development. It addresses issues which arise in a range of subjects, such as English, Drama and History, Geography, Computing, Music as well as Personal, Social and Emotional Education and Citizenship.

Health and Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Include teachers' observations during lessons and an end of unit review of what pupils' have learnt (on golden paper)
- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity
- Be directly related to the expectations of the Kent Agreed Syllabus and the Understanding Christianity resource
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Follow the Assessment, Marking and Feedback Policy
- Encourage pupil self-assessment within lessons.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable informed annual reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.

- Ensure all teachers are aware of what should be taught in Religious Education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of the teaching and learning in RE and pupils' progress and standards.
- Ensure there assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Liaise periodically with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and
- expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor resources to ensure they are kept and stored respectfully and replaced where necessary.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide training for staff. All resources will be stored, be easily accessible and kept in good condition in the RE cupboard.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and NonStatutory Guidance 2010 page 28.)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.