

St Saviour's Religious Education Policy



St Saviour's RE Policy (Covid Amendments May 2020)

February 2022

Next review date Spring 2024



St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

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- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.



Policy date: May 2019
Review: May 2021
School Leader: Thomas Dunford-Crozier
School Governor: Philippa Downs

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Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

At St Saviour's Religious Education is a core subject.

St Saviour's School is a Church of England Voluntary Aided School therefore the provision of RE is in accordance with the Trust Deed of the school. The school adopts the Locally Agreed Syllabus, and follows the Discovery RE programme, supplemented with additional material on Christianity from the Discovery RE.

This RE policy is informed by current national guidance:

- RE in English schools: Non-statutory guidance 2010
- RE: realising the potential Ofsted 2013
- A Curriculum Framework for RE in England, REC 2013

The aims of our RE, using the Discovery RE Scheme of Work with Understanding Christianity

Discovery RE

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at St Saviour's Church of England School we intend that religious education will:

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious

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traditions that examine these questions, fostering personal reflection and spiritual development.

- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This is in keeping of our core value of inspiring the spirit.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within our Christian community, be inclusive of all school communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice in keeping with our core value of respecting diversity.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. This is in keeping of our core value of caring for one another and God's world. Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

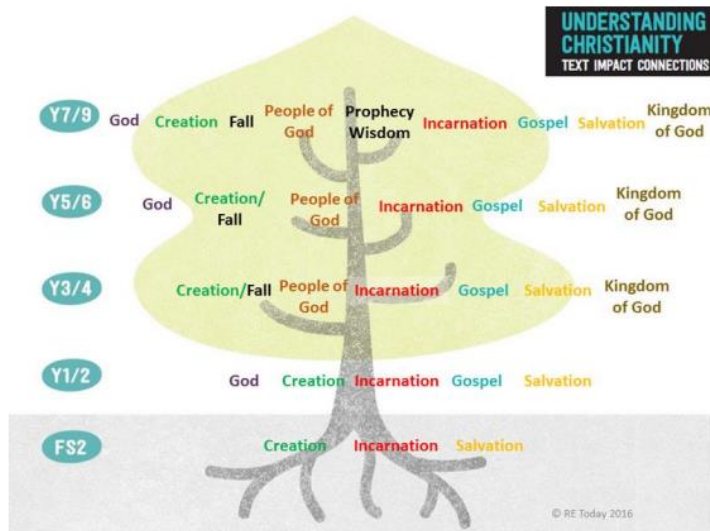
Amended Understand Christianity

Alongside the Discovery R.E. programme, we have introduced Understanding Christianity as a way of teaching R.E. to deepen children's views and understanding of Christian belief and practice. Children from Reception to Year 6 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

Understanding Christianity is a Church of England Education Office project, which has been created in partnership with Culham St. Gabriel's, The Jerusalem Trust, The Sir Halley Stewart Trust and RE Today. In 2018, two members of staff attended training on how to implement Understanding Christianity at St. Saviour's and since then, staff across the school have had access to continued C.P.D. in how to use Understanding Christianity effectively in their R.E. teaching.

Our R.E. curriculum overview shows how both the Discovery R.E. and Understanding Christianity can complement each other and are used alongside each other in developing and teaching children's understanding of global religions. Understanding Christianity allows children to develop their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Outlined below in appendix A, is the Understanding Christianity programme of study.

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How is RE organised in our school

- RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning.
- Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.
- Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.
- Learning is assessed and children have opportunity to express their own thoughts and beliefs and Class teachers teach RE. Staff may withdraw from teaching RE.
- It is taught at least 5% of the time as a discrete subject.

Differentiation/SEN

- Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.
- Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.
- To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5.

Assessment

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- Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment.
- This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level.
- Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.
- Each teacher uses a specially prepared excel spreadsheet to record AT1 and AT2 levels for each enquiry whilst recording an overall level annually.
- Moving towards a life without levels includes identifying expected and exceeding outcome. We will use levels and transfer them to emerging, expected or exceeding. We will transfer to new outcomes linked to enquiries in 2015 to 16.

Record and tracking progress

- To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.
- Pupil's *I can statements* are used as guides for self-assessment

Reporting to parents/carers

- The assessment process described above helps teachers report to parents/carers.
- RE enquiries give teachers meaningful evidence to cite in reports. Reporting to parents is annual and RE have a section dedicated to reporting in annual reports.

The Attainment Descriptors

As the locally agreed syllabus is reviewed and changes are made to the national requirements it may be necessary to move to a different method of measuring progress and attainment.

Monitoring and evaluation

Senior Leaders and the RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

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RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. our parish Team from All Saints and St Nicholas churches. Our Children and Families Worker from the Parish, local speakers from the wider Anglican family and other religions, make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. We would like an inspirational approach to the teaching of RE in our school so that it nourishes pupil's faith.

Teaching Sensitive and Controversial Issues involving parents and carers

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Our values of ***Care like Jesus, Respect for God and Inspire the Spirit*** help us in the way we nurture the whole child at a time of celebration or a time of difficulty.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Our philosophy for children enables children to have a way of discussing ideas critically and compassionately. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression. All staff uphold the Christian ethos of the school whilst still respecting the beliefs and views of others.

For example:

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The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays
- Letters home on particular subjects or areas

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. A request has to be made each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- SMSC Policy

Training and support for staff

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All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

All staff receive training on delivering the scheme and the ways of teaching good enquiry-based learning. All staff are trained in Philosophy for Children in order to enhance the enquiry-based approach.

Dissemination

This policy is available on our school website where the community can access it. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed bi-annually.

Covid Amendments

During the pandemic, Re was taught virtually over Zoom. Where possible learning was linked to key events within the community. For example as we continued to be mired in the vast uncertainty and chaos of the pandemic, the story of Pentecost and the beginnings of the church were taught to remind the children that they can endure the ambiguities of an interminable pandemic and its lasting hardships because we are not alone.

Appendix A: St. Saviour's RE overview 2021-22

Amended with Understanding Christianity Units added.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Theme: Special people Key question: What make people special? (see DC unit)	Theme: Incarnation Key question: Why do Christians perform Nativity plays at Christmas? (see UC unit)	Theme: Celebrations Key question: How do people celebrate? (see DC unit)	Theme: Salvation Key question: Why do Christians put a cross in the Easter garden? (see UC unit)	Theme: Story time Key question: What can we learn from stories? (see DC unit)	Theme: Special places Key question: What makes places special? VISIT: All Saints Church (see DC unit)

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1	<p>Christianity Theme: Creation Key question: Who made the world? (see UC unit)</p>	<p>Christianity Theme: Incarnation Key question: Why does Christmas matter to Christians? (see UC unit)</p>	<p>Christianity Theme: Jesus as a friend Key question: Was it always easy for Jesus to show friendship? (see DC unit) VISIT: All Saints /St. Nicks</p>	<p>Christianity Theme: Salvation Key question: Why does Easter matter to Christians? (see UC unit)</p>	<p>Judaism Theme: Shabbat Key question: Is Shabbat important to Jewish children? (see DC unit) VISITOR: Jew</p>	<p>Judaism Theme: Chanukah Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children? (see DC unit)</p>
2	<p>Christianity Theme: What did Jesus teach? Key question: Is it possible to be kind to everyone all of the time? (see DC unit)</p>	<p>Christianity Theme: Incarnation Key question: Why does Christmas matter to Christians? (see UC unit- digging deeper learning for Y2)</p>	<p>Islam Theme: Prayer at home Key question: Does praying at regular intervals everyday help a Muslim in his/her everyday life? (see DC unit) VISITOR: Islam</p>	<p>Christianity Theme: God Key question: What do Christians believe God is like? VISIT: All Saints Church / St. Nicks (see UC unit)</p>	<p>Islam Theme: Community and belonging Key question: Does going to the mosque give Muslims a sense of belonging? (see DC unit) VI</p>	<p>Christianity Theme: Gospel Key question: What is the good news that Jesus brings? (see UC unit)</p>
3	<p>Hinduism Theme: Divali Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? (see DC unit) Visitor: Hindu</p>	<p>Christianity Theme: Incarnation Key question: What is the trinity? (see UC unit)</p>	<p>Christianity Theme: Jesus' miracles Key question: Could Jesus really heal people? Were these miracles or is there some other explanation? (see DC unit)</p>	<p>Christianity Theme: Salvation Key question: Why do Christians call the day Jesus died 'Good Friday'? (see UC unit)</p>	<p>Christianity Theme: Kingdom of God Key question: When Jesus left, what was the impact of Pentecost? (see UC unit)</p>	<p>Hinduism Theme: Hindu beliefs Key question: How can Brahman be everywhere and in everything? VISIT: 33 Rhondda Grove E3 5AP 020 3489 7078 (see DC unit)</p>
4	<p>Judaism Theme: Beliefs and practices Key question: How special is the relationship Jews have with God? VISIT: Synagogue (see DC unit)</p>	<p>Christianity Theme: People of God Key question: What is it like (for Christians) to follow God? (see UC unit)</p>	<p>Christianity Theme: Creation and Fall Key question: What do Christians learn from the Creation story? (see UC unit)</p>	<p>Christianity Theme: Easter Key question: Is forgiveness always possible? (see DC unit)</p>	<p>Buddhism Theme: Beliefs into practice Key question: What is the best way for a Buddhist to lead a good life? (see DC unit) VISTOR: Buddhist</p>	<p>Christianity Theme: Gospel Key question: What kind of world did Jesus want? (see UC unit)</p>
5	<p>Sikhism Theme: Belief into action Key question: How far would a Sikh go for his/her religion? (see DC unit) Visitor: Sikh</p>	<p>Christianity Theme: Incarnation Key question: Was Jesus the Messiah? (see UC unit)</p>	<p>Sikhism Theme: Beliefs and moral values Key question: Are Sikh stories important today? Visit: The Sikh Temple Neasden (see DC unit)</p>	<p>Christianity Theme: Salvation (1) Key question: What did Jesus do to save Human Beings? (see UC unit)</p>	<p>Christianity Theme: God Key question: What does it mean if God is Holy and loving? (see UC unit)</p>	<p>Christianity Theme: People of God Key question: How can following God bring freedom and justice? (see UC unit)</p>
6	<p>Islam Theme: Beliefs and moral values Key question: What is the best way for a Muslim to show commitment to God? (see DC unit) VISIT: East London Mosque (see DC unit)</p>	<p>Christianity Theme: Gospel Key question: What would Jesus do? (see UC unit)</p>	<p>Christianity Theme: Creation Key question: Creation and Science: conflicting or complimentary? (see UC unit)</p>	<p>Christianity Theme: Salvation (2) Key question: What difference does the resurrection make for Christians? VISIT: St. Paul's Cathedral (see UC unit)</p>	<p>Islam (2 units in 1) Theme: Beliefs and practices Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Christianity Theme: Kingdom of God Key question: What kind of King is Jesus? (see UC unit)</p>