



Stanley St Andrew's Church of England Primary School

Religious Education (R.E.) Policy

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

Introduction

Religious Education (RE) in our Church school will enable every child to *flourish and to live life in all its fullness* (John 10:10)

At Stanley St. Andrew's Church of England Primary School, we ensure RE encompasses dignity and respect encouraging all to live well together as Global Citizens. Ensuring religious freedom of each individual. RE provides a wide range of opportunities for religions and worldviews to be explored. RE aids children's holistic development within the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the Derbyshire Agreed Syllabus.

Legal framework

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The school Standards and Framework Act, schedule 19

This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious Education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'

This policy has been ceated with regard to the following Church of England publications:

- Vision for Education (2016) Deeply Christian, Serving the Common Good.
- Valuing All God's Children (2014)

RE Intent

“The school aim of RE is to engage pupils to join in conversations, about ‘BIG’ questions around religions and views about the world, so pupils can gain understanding to respect and appreciate different people’s opinions and create their own answers to improve their responses as their knowledge grows through their school life.”

Written by our Yr5 and 6 children.

Aims

As a Church of England school, the teaching and learning of Christianity is integral within our Religious Education provision. At Stanley St. Andrew’s, we are committed to providing a high quality Religious Education programme for every child in our care.

Our aims are to:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives

We are immensely proud of our school’s community and we support children to hold an informed discussion about Christianity and other religious beliefs. Children are provided with opportunities to:

- Explore controversial issues in the modern world.
- Work with local communities who promote the beliefs promoted in school life.
- Learn outside the classroom by participating in educational visits.

- Take part in theme days which celebrate different beliefs.
- Deploy their skills and reflect on questions regarding truth and morality.
- Reflect.

Entitlement

Since 1944 all schools have been required to teach RE to all children on role (with the exception that parents have the right to withdraw their children from the subject). Religious Education remains part of the core curriculum for all children (see Derbyshire agreed-syllabus).

We adhere to the *Statement of Entitlement* to meet the statutory requirement. We are committed to delivering the legal requirement of 36 hours per year (an hour a week, or less than an hour a week plus a series of RE days in year groups Reception – year 2) and 45 hours per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE in year groups year 3 - year 6)

Roles and Responsibilities:

The subject leader is responsible for:

- Providing a strategic lead and direction for RE across the school.
- Taking the lead in new policy development including, the production, the review and revision of schemes of work to ensure progression and continuity.
- Keeping up-to-date with RE education and share any relevant information with colleagues.
- Supporting colleagues by providing guidance with subject knowledge.
- Accepting responsibility for purchasing and organising central resources.
- Monitoring progress in RE and maintaining good communication with the Head.
- Monitoring and evaluating the standards of children's work (including the quality of teaching and learning).
- Reporting to Governors regarding progress and achievement in RE.

The classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of children in RE, with due regard to the Derbyshire agreed-syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the Derbyshire agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual children.
- Monitoring the progress of children in their class.
- Reporting any concerns regarding the teaching of the subject to the subject leader or Head.

- Undertaking any training that is necessary in order to effectively teach RE.

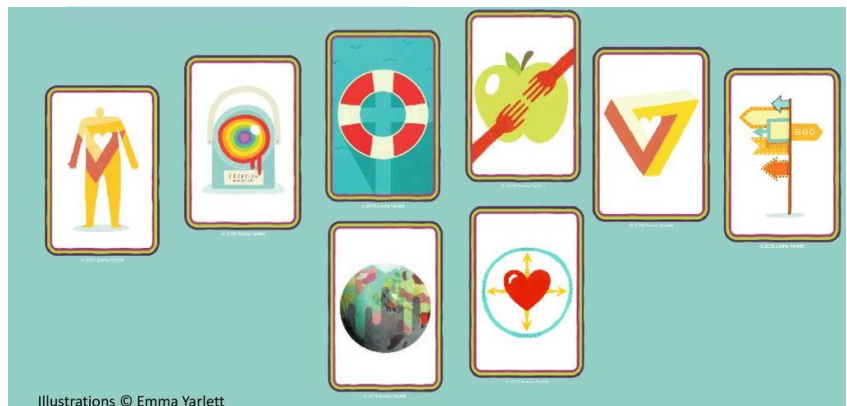
Organisation and planning:

At Stanley St. Andrew's, RE is a **core subject** and has equal value to both English and Maths. We provide a broad and balanced curriculum across the school year. Key multi-faith dates are highlighted on our school year planner and celebrated in a range of ways throughout school, within the local community and at places of worship.

All children are taught RE as an integral part of their personal, social and emotional learning. All children will be able to explore a wide variety of religions and world views through multiple methods of teaching. Children will be provided opportunities to reflect upon their own feelings and experiences.

We deliver the *Understanding Christianity* programme alongside the *Derbyshire Agreed Syllabus*. Within the Understanding Christianity programme, there are eight core Christian concepts that help to tell the Bible stories to children:

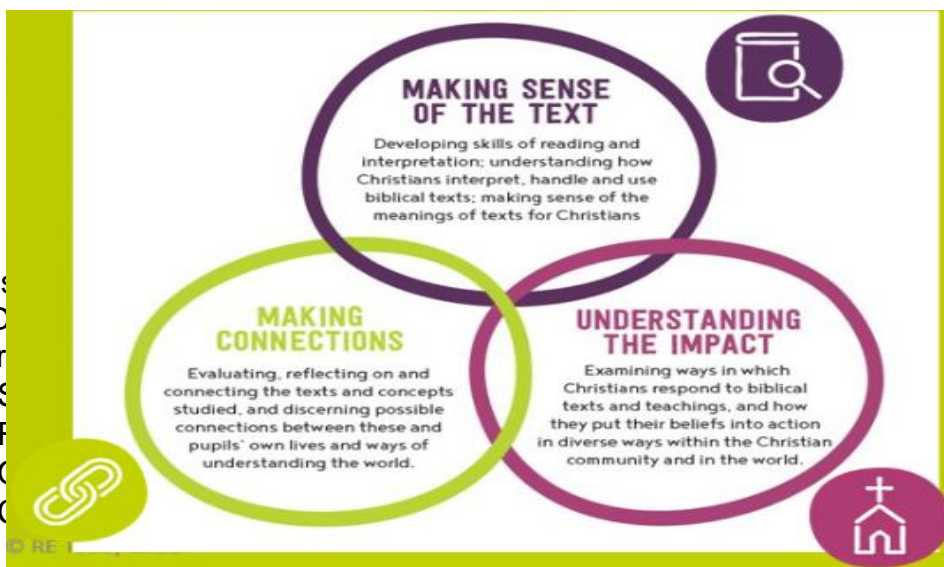
- God
- Creation
- Fall
- People of God
- Gospel
- Incarnation
- Salvation
- Kingdom of God



Children encounter these concepts a number of times as they move through school to develop and deepen their understanding. Through these concepts children are able to examine and reflect upon their own ideas and values.

To add
syllabus
for all D
own ter

- S
- P
- C
- C



Derbyshire agreed-
network for RE
religion on its



- Commitment.
- Fairness.
- Critical mindedness.
- Enquiry.

Believing	Expressing	Living
a) Religious beliefs, teachings and sources of authority. b) Questions of meaning, purpose and truth.	c) Religious and spiritual ways of expressing meaning. d) Questions of identity, diversity and belonging	e) Religious practises and ways of living. f) Questions of values and commitments.

The long-term plan provides a year overview of coverage:

Year A:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Church Year	Harvest	Christmas		Easter	Pentecost	
Parks Reception	What is special about our world and where do we belong?	Why do Christians perform Nativity plays at Christmas? (Incarnation)	Which people, places and stories are special and why?	Why do Christians put a cross in an Easter Garden? (Salvation)	Why is the word God so important to Christians? (God/Creation)	Introduction to world religions Islam and Judaism
Parks Yr1 and Yr2	Who is a Muslim and what do they believe?	Who made the world (Creation)	What do Christians believe God is like?	Why does Easter matter to Christians? (Salvation)	Who is Jewish and what do they believe?	What can we learn from sacred texts across Judaism and Islam?
Angelou Yr3/4	What do Christians learn from the creation story? (Creation/Fall)	What does it mean to be a Hindu in Britain today?		What is it like to follow God? (people of God)	What is the trinity? (Incarnation)	What does it mean to be a Muslim in Britain today? (upper KS2)
Rashford Yr5/6	What would Jesus do? (Gospel)	If God is everywhere why go to a place of worship? (Christianity, Islam, Judaism and Hinduism)	What kind of king was Jesus (Kingdom of God)	What would Jesus do can we live by the values of Jesus in the twenty-first century?	Is it better to express your religion (Christianity, Islam, Judaism and Hinduism) in arts and architecture or in charity and generosity?	

Children are regularly provided with opportunities to visit places of worship in the local community as well as take part in welcoming visitors into school for workshops.

To improve understanding of the unit work, several methods of teaching is deployed including but not limited to:

- Storytelling
- Drama and role play
- Story maps
- Adult-led activities
- Child initiated activities
- Debating
- Videoing
- QR codes



We encourage the use of Bibles within RE to encourage the development of Bible skills and appreciation. We have a range of Bibles within school so all ages can access a Bible no matter what their language development. We have enough Bibles of each variety for one between two.

The 'Big Frieze' is visible and in use in all classrooms, in the corridor and outside in the playground. Children often explore the Big Frieze in small sections and identify fine details and discuss their views and opinions. An example of looking at the Frieze in more detail is our school interpretation of the Big Frieze.





Emma Yarlett

Physical artefacts and small world provision helps our children to visualise, touch and feel to aid understanding:



Prayer and reflection:

Positive attitudes to prayer are modelled by all staff and all children are expected to behave in a quiet and respectful way. Children are encouraged to reflect on their learning throughout lessons, Collective Worships and is an integral part of being a member of the Stanley St. Andrew's family.

Visits and Visitors:

We value our strong links with St. Andrew's Church, The Open Centre, the Buddhist centre (Etwall) and the Nottingham Synagogue.

Throughout the children's time at St. Andrew's they will visit a minimum of three places of worship to explore a range of diverse faiths within our community.

Assessment

Children are assessed using methods of formative and summative assessment throughout the year. Formative assessment is carried out routinely throughout the year, with assessments taking place at the end of each unit of work to measure children's development throughout each half-term. The results from these assessments are then used to inform future lesson plans.

Class teachers track children's progress using these end of half-term assessments to measure their progress over an academic year. This information is then passed on to a child's future teachers, enabling the school to build a clear picture of their progression throughout their education.

During RE lessons adults record children learning in a range of ways, including:

- Photos and Videos (QR codes)
- Annotations of children's voices
- Class RE books
- Individual RE books

Children reflect on the big question throughout each unit of work to showcase their learning over one half-term.

Reporting to Parents

School maintains a dialogue with parents across the school year, however feedback is also provided at parent's evenings, held twice per year. Parents will be provided with a written report about their child's progress during the Summer term. The progress of children with SEND will be monitored by the SENCO.

Special educational Needs

Our school aims to provide a broad and balanced education for all children. Through our teaching of RE we provide learning opportunities that are matched to the needs of all children and that enable all children to make progress. We do this by setting tailored learning challenges and responding to each child's different needs. This will enable children with learning and/or physical difficulties to take an active part in RE learning, practical activities and investigations, as well as enabling them to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress, whilst others may be challenged and extended through differentiated activities. By being given appropriately differentiated, enhancing and enriching activities, children will be able to attain higher levels of knowledge and understanding.

Equal Opportunities

- All children will have equal access to the RE curriculum
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede children from accessing RE lessons.
- When a child's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the child's needs.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Staff Development

Staff regularly attend staff meetings and training, where appropriate, led by RE specialists and subject leaders. The RE lead regularly accesses training through Derbyshire Diocese and NATRE

Monitoring arrangements

The RE leader monitors RE through:

- Regularly reviewing and updating the SIAMs self-evaluation with actions and impact.
- Regular lesson observations.
- Regular work scrutiny and open discussion with teachers and pupils.

- Regular adult and pupil surveys.
- Regular book scrutiny.
- Discussion with staff.
- Staff questionnaires.

Policy Review

This policy was reviewed in July 2024 by the Religious Education (RE) Leader and our Foundation Governors in accordance with our schools' policy delegation schedule.

It will next be reviewed in July 2027.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.

This policy will be evaluated in accordance with feedback from questionnaires and class discussions. Any changes made to this policy and the Collective Worship programme will be communicated to all members of staff and governors.