
St. Mary's CE Academy

'Excellence through faith & learning'



RE Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

Reviewed: ****

**Approved by Governors:

Date of next review: *****



Context and Philosophy:

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, carers, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit. We work as a team, in partnership with all members of the school community, to offer a high quality, stimulating, safe and innovative learning environment which values and supports all children to achieve their potential. We nurture children who understand and are able to adapt positively as active citizens, to the diverse world in which they live, both now and in the future and grow as people. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum. A curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success – School Vision.

St Mary's Academy, Walkey aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of Faith and promotes Christian values through the experiences it offers all its pupils. We recognise that it is extremely important to provide varied opportunities for our children in order that they can develop fully on a spiritual, moral, social & cultural level. The school fully recognises the important role which Religious Education plays in this development & is fully committed to providing the very highest quality in RE provision.

The Legal Position of Religious Education:

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

At St Mary's Academy, Walkey, we believe that learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors.

Our school RE curriculum is based on the Church of England (and DSAT) agreed syllabus, and meets all of the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican Schools (SIAMs)).

Rationale:

At St Mary's Academy, Walkey, our aim is that Religious Education will:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development;
- Encourage students to explore their own beliefs (whether they are 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 also builds resilience to anti-democratic or extremist narratives;
- Enable students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
- Teach students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice;
- Prompt students 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;
- Develop a sense of awe, wonder and mystery.

The Contribution of RE to Children's Personal Development and Well-Being:

At St Mary's Academy, Walkey, we believe that R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthens their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

The Contribution of RE to Other Curriculum Areas:

RE contributes to student's **spiritual** development by enabling children to:

- Discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learn about and reflect on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Value relationships and develop a sense of belonging.
- Consider how religions and beliefs regard the value and purpose of human beings; the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Develop their own ideas and views on religious and spiritual issues.

RE contributes to **moral** development by enabling children to:

- Value themselves and others.
- Explore the influence of family, friends and other sources on moral choices.
- Consider what is of ultimate value both to themselves and people within religious traditions.
- Develop an understanding in religion of the key values and moral choices.
- Consider ethical issues especially justice which promotes racial and religious respect.
- Explore the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflect on the importance of rights and responsibilities and develop a sense of conscience.

RE contributes to student's **social** development by enabling children to:

- Consider how religious and other beliefs lead to particular actions and concerns.
- Reflect on the importance of friendship and positive relationships.
- Investigate social issues from religious perspectives, recognise the diversity of viewpoints within and between religions.

RE contributes to student's **cultural** development by enabling children to:

- Encounter people, stories, artifacts and resources from differing cultures.
- Promote respect for all, combating prejudice and discrimination.
- Challenge stereotypes of religion and beliefs.

RE contributes to **Community Cohesion** & sense of **citizenship** by providing a key context in which to develop children's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:

- the school community;
- the community within which the school is located;
- The UK community;
- The Global community.

RE can also make an important contribution to children's use of **language** by enabling them to:

- Acquire and develop a specialist vocabulary.
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

RE can make an important contribution to student's use of **ICT & Computing** skills by:

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use forms of communication to collaborate with other schools in different locations to their own.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs.

Approaches to Teaching Religious Education:

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need to offer breadth of content.

At St Mary's Academy, Walkey, we regard RE as an exciting curriculum subject so we employ a variety of teaching methods to ensure its effectiveness. These include:

- Visiting places of worship and receiving visitors from faith communities;
- Using art, drama, music to enrich students understanding;
- Using regular times of quiet reflection for students to develop their own thoughts and ideas;
- Using pictures, photographs and stories to enhance students learning;
- Using artifacts to help students develop their understanding of religious beliefs and forms of expression;
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others;
- Developing the use of ICT (particularly DVDs and the internet) to promote understanding of religions and beliefs.

RE is taught through a range of religions and beliefs and key themes.

Teaching is planned to enable all abilities of children to be challenged and make the best progress according to their individual needs.

How Religious Education is Organised:

At St Mary's Academy, Walkey, RE is covered as specific stand alone subject although effort is made to link the areas covered by the Agreed Syllabus to the curriculum topics taught, or with other areas of school life, including Collective Worship / PSHE, etc.

We use Understanding Christianity (as recommended by DSAT) alongside Discovery RE.

- In EYFS, children study Christianity alongside Judaism, Hinduism, Islam, Buddhism and Sikhism.
- Y1 children study Christianity and Judaism.
- Y2 children study Christianity and Islam.
- Y3 children study Christianity and Hinduism.
- Y4 children study Christianity and Buddhism.
- Y5 children study Christianity and Sikhism.
- Y6 children study Christianity and Islam.

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TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	GOD/CREATION UC Why is the word God important?	INCARNATION UC. Why do Christians perform Nativity plays at Christmas?	ISLAM/JUDAISM: CELEBRATIONS DR How do people celebrate?	SALVATION UC Why do Christians put a cross in an Easter garden?	BUDDHISM/ CHRISTIANITY/ ISLAM/ HINDUISM/ SIKHISM: STORIES DR What kind we learn from stories?	CHRISTIANITY/ ISLAM/ JUDAISM: SPECIAL PLACES DR What makes places special?

Year 1						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	GOD UC What do Christians believe God is like?	INCARNATION UC Why does Christmas matter to Christians?	CREATION DR Does God want Christians to look after the world?	SALVATION UC Why does Easter matter to Christians?	JUDAISM: SHABBAT DR Is Shabbat important to Jewish children?	JUDAISM: ROSH, HASHANAH, YOM KIPPUR DR Are Rosh, Hashanah and Yom Kippur important to Jewish Children?

Year 2						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	CREATION UC. Who made the world?	INCARNATION DR. Why do Christians believe God has Jesus to the world?	GOPEL UC What is the good news that Jesus brings?	SALVATION DR How important is it to Christians that Jesus came back to life?	ISLAM: DR 1) COMMUNITY AND BELONGING - Does going to a Mosque give Muslims a sense of belonging? 2) HAJJ - Does completing Hajj make a person a better Muslim? 3) PRAYER AT HOME - Does praying at regular intervals help a Muslim in his or her everyday life?	

Year 3						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	CREATION UC. What do Christians learn from the Creation story?	INCARNATION UC What is the Trinity?	GOSPEL UC What kind of world did Jesus want?	SALVATION UC Why do Christians call the day Jesus died 'Good Friday'?	HINDUISM: DR 1) HINDU BELIEFS - How can Brahman be everywhere and in everything? 2) PILGRIMAGE TO THE RIVER GANGES - Would visiting the River Ganges feel special to a non-Hindu? 3) DIVALI - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	

Year 4						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	PEOPLE OF GOD UC What is it like to follow God?	INCARNATION DR. Why do Christians believe God have Jesus to the world?	BUDDHISM: THE 8 FOLD PATH DR Can the Buddha's teachings make the world a better place?	SALVATION DR Is forgiveness always possible for Christians?	BUDDHISM: THE 8 FOLD PATH DR What is the best way for a Buddhist to lead a good life?	KINGDOM OF GOD UC When Jesus left, what was the impact of Pentecost?

Year 5						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	PEOPLE OF GOD UC How can following God bring freedom and justice?	INCARNATION DR What is the most significant part of the nativity story for Christians today?	GOD UC What does it mean if God is holy and living?	SALVATION UC What did Jesus do to save human beings?	SIKHISM: DR 1) BELIEF INTO ACTION - How far would a Sikh go for his or her religion? 2) BELIEFS AND MORAL - Are Sikh stories important today? 3) PRAYER AND WORSHIP - What is the best way for a Sikh to show commitment to God?	

Year 6						
TERM	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
TOPIC FOCUS	CREATION UC Creation and Science: conflicting or complementary?	INCARNATION UC. Was Jesus the Messiah?	GOSPEL UC What would Jesus do?	SALVATION UC What difference does the Resurrection make for Christians?	ISLAM: BELIEFS AND MORAL VALUES DR Does belief in Akirah help Muslims lead good lives?	KINGDOM OF GOD UC What kind of king is Jesus?

Assessment and Recording of RE:

At the end of each unit of work, teachers will assess the children based on their work and contribution's during class activities against outcomes for each unit.

RE teacher assessment data is collected half termly and states whether children are working towards, working at or working above the expected level.

Children are also assessed for their year group on the 'Knowing it, living it, linking it' assessment grid. Each class also has a class RE target taken from this grid.

Enquiry Focus	KS1 pupils will be able to		Lower KS2 pupils will be able to		Upper KS2 pupils will be able to		KS3 pupils will be able to	
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Knowing it... Core knowledge and understanding of texts, stories and key beliefs	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes	Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)	Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms	Explain the relationship between the key concepts studied across a range of religions and non-religious world views Show whether the key concepts lead to a coherent faith narrative and if so how	Suggest meanings for the concepts making reference to key texts and beliefs Explain the difference in emphasis of the different types of texts and their relative influence

Living it... Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area Identify some elements of practice that arise from these beliefs	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer	Identify the key practices of a faith and some of the differences between denomination or sect Describe how beliefs influence worship and guide lifestyle choices	Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God	Make clear links between the texts and concepts studied and common practice across denomination Describe the actions of believers in their communities, locally and globally that demonstrate commitment	Show how believers put their beliefs into practice in different ways (e.g. different denomination and sect) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts	Show how religious ideas help believers to make moral decisions about a range of issues Show how the interpretation of religious texts can vary and lead to different practices and beliefs	Explain why different believers apply texts differently Give reasons for the impact that that has on individuals, the community and the wider world
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Linking it... Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life	Give coherent accounts of the implications of the religious ideas explored on the modern world. Evaluate how far these beliefs help to make sense of the world on a personal and an impersonal level Explain the challenges religious ideas may present to the world and how believers answer such challenges.
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Arrangements for monitoring standards of teaching and learning in RE:

The co-ordinator for RE monitors Religious Education within the school through the analysis of assessment data, lesson observations, work sampling and pupil interviews. This information feeds into the Church school self evaluation process. (SIAMs)

Responsibilities for RE within the school (Head teacher and Governors):

As well as fulfilling their legal obligations, the governing body and Headteacher also ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed
- Standards of achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of the contribution of RE in developing pupils' understanding of religion and belief and its impact as part of the duty to promote citizenship
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

Right of withdrawal from Religious Education:

At St Mary's Academy, Walkey, we firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.