



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Religious Education Policy

Religious Education in a Church School should enable every child to flourish and to live life in all its fullness. *(John 10:10) It will help educate for dignity and respect, encouraging all to live well together.*

A statement of Entitlement Feb 2019

Our Church of England School seeks to express the Christian faith in all aspects of school life. Our actions are guided by adherence to our Christian values, British Values and our concern to do the best for our children and wider school communities. We aim to teach a full curriculum that prepares pupils for the opportunities, responsibilities and diversity of life in modern Britain and the wider world through use of the NATRE syllabus

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St. George's Church of England Primary School.

The spiritual and moral development of our children underpins all aspects of our school life.

Legal Requirements

St. George's is a Church of England school; therefore, Religious Education should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader on a daily basis.

In EYFS and Key Stage 1, the majority of the work in RE will be based upon Christian beliefs and practice, with the introduction of aspects of Judaism and Islam. Further concepts of world faiths (Judaism, Islam, Sikhism and Hinduism) are taught at Key Stage 2 where knowledge and understanding can be built upon.

In accordance with the law we provide religious Education for all pupils at the school. Teaching of RE will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 hour per week totalling 38 hours over the year. At our school, staff ensure planning units of work for each half term; classes will then have an additional RE week on World Faiths in the summer term to embed key concepts and big questions.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Intent

The purpose of teaching Religious Education in school is to:

- To show children that Christianity is about following God The Father, The Son and The Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development of themselves and others.

Implementation

We aim through our teaching

- To provide a course of Religious Education through the NATRE syllabus, appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.

- Through study of major world religions, to encourage understanding and appreciation of the rich diversity of religious belief and practice in society today.

Impact

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore the purpose of activities such as prayer and worship.
- To develop their understanding of The Bible and how elements sit in The Big Story.
- To develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection of the theology, philosophy and social sciences of faiths.

Entitlement

The children's entitlement is based upon the Governors' agreement to follow the NATRE syllabus, supported by the high quality resources.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary.
- Religious Education in school is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school

Implementation

- Religious Education will be taught throughout the school, by the class teacher and may be supported from time to time by clergy from St. George's and visiting speakers.

- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Virtual/actual visits to local churches and other places of worship will enhance children's knowledge and understanding.
- A variety of teaching approaches are encouraged:
- Teacher presentations, role play and story telling.
- High order (Big) Questions and answer sessions, discussions and debates to develop enquiry skills.
- Individual and group research.
- Photographs and artefacts.
- Computing, television, video, film, tape, books and CD to research and communicate ideas.
- Visits and visitors
- Growth Mindset strategies will support teaching and learning as appropriate.
- Progression will be guided by the Diocese of Chester Agreed Syllabus supported by Understanding Christianity.
- Religious Education may be integrated with other subjects as appropriate for example English, History and PSCE.
- Religious Education resources will be reviewed regularly
- Classroom support will be welcomed under the guidance of the teacher, eg. teaching assistants, skilled individuals and parents etc.

Special Educational Needs.

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but adaptation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through adapted teaching activities.

See separate SEND school policy

Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others. Our school approach and ethos is supported heavily by the Valuing All God's Children publication, sincerely believing in equality for all.

Planning, Assessment, Reporting and Record Keeping

- RE is planned, delivered and assessed in line with the NATRE Syllabus. A Big Question is linked to each unit of study to provide a focus for learning.
- Children record their learning, thoughts and development in RE books
- Appropriate to the end of their education in our Church School, the expectation is that all pupils are religiously literate and as a minimum pupils are able:-
 - To know about and understand Christianity as a diverse global living faith through exploration of core beliefs using an approach that critically engages with biblical text.
 - To gain knowledge and understanding of a range of religions and worldviews 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 religion, spiritual and philosophical ways of living, believing and thinking.

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leaders will assist the Headteacher by monitoring Long Term and Medium-Term plans.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education. Generally, this will be an annual plan and should be informed by this policy.

RE Curriculum-NATRE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Being special: Where do we belong?	Why do Christians put a Cross on their Easter garden?	Which places are special and why?	Which stories are special and why?
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for others and the world and why does it matter?
Year 2	What is the good news Christians say Jesus brings? Pt1	What is the good news Christians say Jesus brings? Pt2	Who is a Muslim and how do they love? Pt 1	Why does Easter matter to Christians?	Who is a Muslim and how do they love? Pt 2	What makes some places sacred to believers?
Year 3	What is like for someone to follow God?	What is the 'Trinity' and why is it important?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the Creation story?	How and why do people try to make the world a better place?
Year 4	What kind of world did Jesus want?	When Jesus left; what was the impact of Pentecost?	What do Hindus believe God is like?	Why do Christians call the day Jesus dies 'Good Friday'?	What does it mean to be Hindu in Britain today?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is Holy and Loving?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science: Conflict or Complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Year 6	Christians and how to live; What would Jesus do?	Why do Christians believe that Jesus was the Messiah?	Why do Hindus want to be good?	What difference does the Resurrection make to Christians?	For Christians what kind of King was Jesus?	Why do some people believe in God and some people do not?