



St. Nicholas and St. Laurence  
CE Primary School

**‘Inspire to Aspire – life in all its fullness’**

## **RE Policy**

## **AIMS AND PURPOSES OF RELIGIOUS EDUCATION**

In a world of confusion and shifting values, children need accurate information and a helpful environment in which they can explore and form their own values and develop skills to deal with life's joys, sorrows, disagreements and questions. Religious Education provides opportunities for our pupils to:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture.
- To enable pupils to know about and understand other major world religions and world views, their impact on society, culture and the wider world.
- To enable pupils to develop a sense of respect for religious traditions, beliefs and practices.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- To enable pupils to build their sense of identity and belonging.
- To enable pupils to be religiously literate, able to express knowledge, questions, ideas and insights.
- To enable pupils to develop a sense of awe and wonder, mystery and joy

## **CONTEXT OF OUR ACADEMY**

Within our Academy Trust we believe in a Christian ethos whilst providing everyone with the opportunity to achieve more than they ever thought possible. We understand that as a Church Academy that we are in a unique position to develop a clearer understanding of the ways in which Christian Values can be reflected within the whole curriculum of the school. We not only encourage our pupils to develop academically and spiritually, aspiring beyond their own and others' expectations – Everyone Achieves.

Our school is inclusive and accepts children regardless of background or special need and our intake of pupils is representative of all sections of the local community. We recognise that we are in a unique position to develop a clearer understanding and identification of ways in which Christian, British, moral and other faith values can motivate relationships between all members of our community.

We believe that the enduring and renewing values that underpin the Christian story may be considered to be even more relevant within our fast-changing society. The concepts of respect and kindness are central to the way we live our lives in our School.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome diversity, and we are sensitive to the home background of each child. RE does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another.

The communal life of our school, and the role of every teacher within it, continues to be highly significant. An atmosphere in which it is accepted that religion can be a genuine and important dimension of human life will foster the achievement of the more specific aim of a tolerant understanding of religious believers and institutions.

### **Legal Requirements**

As a previously Voluntary Aided School, our academy standards and ethos committee determines our R.E. curriculum, which is in accordance with the school's trust deed and has been discussed with The Diocese of Salisbury Board of Education. The school teaches religious education according to the Dorset locally agreed syllabus, with additional teaching on Christianity. Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

RE learning will make up 5-10% of our weekly timetable. Christianity covers 50% of our curriculum and World Views 50%

### **TEACHING AND LEARNING STYLES**

Wherever possible, pupils should be actively engaged in exploratory and experimental learning including opportunities to:

- o observe religious artefacts, paintings, books, photos, pictures.
- o studying sacred texts and stories;
- o visit places of worship in a planned and structured way;
- o meet and talk to believers of various faiths in a planned and controlled situation.

Learning should be geared to more than the accumulation of factual knowledge and personal experiences. Opportunities for analysis are especially important and must be given to enable the child to develop those insights and deeper perceptions that lead to understanding.

- RE is equally concerned with understanding the feelings and attitudes of others. This requires both openness and sensitivity, and a degree of imagination in order to empathize with and see the world through the eyes of another person.

During RE in the Foundation Stage, Key Stage 1 and 2, pupils have the opportunity to know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and worldviews. The children acquire and apply knowledge and understanding of: Christianity, Hinduism, Islam, Judaism and Humanism; and how these religions influence individuals, communities, society and the world around them.

## **VALUES AND ATTITUDES**

We embed Christian Values to ensure they permeate through our policies and every aspect of the children's learning and lives. Made in the image of God, they all deserve to be the best they can be regardless of background, faith and ability.

Children are given opportunities to:

- Work with others, listening to each other's ideas, and treat others with respect;
- Consider their own experiences, attitudes and values, and those of other people;
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available;
- Identify puzzling questions and suggest answers;
- Develop their understanding of why certain things are held to be right or wrong;
- Relate to moral and religious issues.
- Explore and express personal values, feelings and choices;
- Experience stillness and periods of quietness, silence or being alone;
- Evaluate their experiences and discoveries;
- Express themselves through movement, dance, poetry, music or in other creative media;
- Develop appropriate behaviour and responses when dealing with what is special, important, precious or sacred to themselves and others.

## **EXPECTATIONS**

**By the end of the Foundation Stage, most children will have had opportunities to:**

- Find out and learn about the world they live in;
- Learn about the beliefs and cultures of others;
- Share in the celebration of different festivals;
- Hear stories from a variety of cultural and religious traditions.

**By the end of Key Stage 1, most children will be able to:**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

**By the end of Key Stage 2, most children will be able to:**

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## **Assessment and reporting**

### **Formative Assessment:**

This is ongoing within and after RE lessons and forms part of marking and feedback. Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

### **Summative Assessment:**

This summarises what a pupil has achieved at the end of a unit of learning, relative to the learning aims and relevant national standards. A summative assessment may be a written, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

## **Monitoring and Evaluation**

In our school, governors have responsibility for monitoring the effectiveness of R.E. and how the R.E. in the school reflects our Christian vision.

### **Key questions include:**

- How well does R.E. help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? And how well does R.E. help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- How well does R.E. enable all pupils to develop knowledge and understanding of major world religions and worldviews and their impact on society and culture?
- How well does R.E. give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- How well do pupils make progress in R.E. as a result of a rich and engaging curriculum?