



## Religious Education Policy

Policy agreed: Spring 2015

Review date: Spring 2018

### 1. Introduction

- 1.1 St Leonard's is a Voluntary Aided Primary School and Religious Education holds a special place in our school life, enhancing the overall ethos of our working environment. As a core subject, Religious Education is given high status within our school curriculum and it forms the basis of learning across the whole curriculum.
- 1.2 At St Leonard's School we intend to follow Jesus' example to love and serve one another so that all may be included, regardless of race, religion and culture. We foster links between school and church. We live in a multi-cultural, multi-racial society and always encourage the respect and understanding of other religions and cultures within the community in which we live.
- 1.3 The content of this policy was developed in consultation with the staff, Governors and representatives of the local clergy during the Spring Term 2015.

### 2. Aims and Objectives

#### 2.1 This policy aims to:

- Help the pupils to develop a knowledge and understanding of religion and faith.
- Further pupils' growth and development through the study of the beliefs and values of Christianity and other faiths.
- Contribute towards pupils' experience of Christianity as a living faith.
- Establish a clear and workable framework for the teaching and learning of Religious Education at St Leonard's, as stated in our mission statement.
- Provide clear guidelines for continuity and progression in the teaching of Religious Education throughout the school from Reception to Year 6.
- Show a common purpose amongst staff, which may be clearly understood by parents, Governors, Southwark Diocesan Advisers, Inspectors and External Agencies.

### 3. Organisation and Planning

#### 3.1 Approach to teaching RE

At St Leonard's we believe that the whole curriculum concerns the spiritual development of the child. It is not just through the delivery of RE lessons and Collective Worship that the children receive opportunities for spiritual growth. RE therefore is at the heart of the whole curriculum and teachers are sensitive to the fact that particular questions and circumstances can offer opportunities to address RE (e.g. discuss reconciliation, social responsibilities and forgiveness). This is achieved through the International Primary Curriculum units as well as across a range of other subjects.

- 3.2 Religious Education has a high status in our School. Our Religious Education is of a Christian nature, but we also teach Judaism, Islam and Buddhism. The content is based on the idea of developing an educational awareness of other faiths and cultures in the community in which we live. The children act as an additional resource as they come from a wide range of religious backgrounds.

- 3.3 Religious Education in our school is not only concerned with knowledge- learning about Religion, but is also focuses on learning through Religion. This involves exploring our own spirituality, reflecting on feelings, experiencing awe and wonder, and making personal responses to the lesson.
- 3.4 RE is taught and learned as a discreet subject, timetabled on a weekly basis. Children work individually or in groups within the class context.
- 3.5 Planning for RE is based on the Southwark Diocesan Board of Education's Scheme of Work. The scheme provides a continuous and progressive outline for the development of Religious Education throughout the school. Within this framework the teaching of Religious Education is supported by units specified for each year group and this ensures effective coverage of all areas, allowing for relevant differentiation.
- 3.6 The scheme of work, through the study of AT1 and AT2 has the following impact:
- It enables children to develop concepts of deity, worship, ritual, sacrifice, symbolism, prayer, religious language, belief, and faith.
  - Through the study of AT2, it encourages children to appreciate the wonder and mystery of the natural world created by God in the context of their own faith.
  - They develop some understanding of ideas of self, relationships and corporate identity.
  - They develop understanding of religious practices and their relationships to, and effect upon major life events.
  - They develop an informed awareness of (and respect for) other world faiths regarding beliefs, customs, festivals, geographical distribution and personalities.

The above will be achieved by ensuring children have the opportunity of following 'areas of experience':

- Primary human experience, social, moral relationships, other faiths.
  - Response to God through nature; the Bible, Old Testament and New Testament; spirituality; Religious studies.
- 3.7 Each teacher is responsible for ensuring that the Religious Education offered is carefully planned and matched to the ability/level of understanding of the children. It aims to raise the child's awareness of understanding and the nature of Faith and also help to develop attitudes of respect and tolerance towards others.
- 3.8 In EYFS and KS1 the children's work is represented visually, through photographs, evidence of discussion and pictures. A whole class book shows evidence of achievement in both Attainment Targets (AT1 and AT2), learning about religion, and also learning from religion.
- 3.9 In KS2 the children have discreet RE books in which they record work. Each KS2 class also has a whole class book in which evidence of AT1 and in particular, AT2 is diagnostically recorded.

#### **4. Assessment**

- 4.1 It is widely acknowledged that the Spiritual and Moral development of a child is difficult to assess. However, the assessment of AT1, understanding about religion, is based on the child's knowledge and understanding of religion, its conceptual understanding of deity, worship, ritual, sacrifice, symbolism, prayer, religious language, belief, and faith. The assessment of AT2, the personal response to religion, is based on the child's attitudes and reflections.

#### 4.2 Assessment of RE is both **formative** and **summative**.

- Formative assessment is recorded in the whole class books, and also the individual books in KS2. Marking is completed in line with our school policy and informs future planning.
- Summative assessment is completed at the end of each unit in the form of a grid, showing achievement in AT1 and AT2. It is subsequently used for completing end of term reports indicating the skills practised, knowledge learned and concepts grasped.

### 5. **The Role of the RE Subject Leader:**

To lead the subject by:

- 5.1 Writing and updating the RE policy in the light of initiatives and change; monitoring the development of the subject throughout the school.
- 5.2 Guiding, challenging and supporting teachers in this subject.
- 5.3 Monitoring the effectiveness of the planned and delivered curriculum specifically in RE through lesson observations and teachers' own evaluations.
- 5.4 Monitoring pupils' progress in RE through work scrutiny and assessment.
- 5.5 Monitoring classroom practices and giving guidelines across the curriculum to ensure the development of subject skills.
- 5.6 Auditing and monitoring resources throughout the school to ensure that there are sufficient age- appropriate resources for effective teaching and learning.
- 5.7 Ensuring that staff are continually aware of new developments in RE and disseminating any relevant information to other colleagues.

### 6 **Inclusion**

#### 6.1 SEND/ GIFTED AND TALENTED

At St Leonard's all children are given the opportunity to achieve their full potential. Work is differentiated according to ability and achievement. Children with SEN will be supported at their appropriate level and targets set according to individual needs.

#### 6.2 PUPIL PREMIUM FUNDING

Disadvantaged children are monitored in line with school's inclusion policy.

#### 6.3 EQUAL OPPORTUNITIES

We believe that all children irrespective of race, ability and gender should have equal access to the RE curriculum.

### 7 **Health and Safety**

- 7.1 In class- based lessons health and safety regulations apply as in any other subject.
- 7.2 When on trips to any place of worship as part of learning, risk assessments are taken in line with school policy.

### 8 **Church and Community Links**

- 8.1 Effective, sustained contact between home, school and the local community is vital to the development of any child. Parents and other adults in the local community can be a valuable source of information and offer skills that can extend the work of the classroom into the locality. All visits in and out of school are carefully planned and all input is shared beforehand to ensure content is appropriate and relevant.

- 8.2 At St Leonard's we have strong links with the local clergy who regularly come into school to lead our collective worship.
- 8.3 Visits to the local places of worship of different faiths are encouraged so that the children can develop greater understanding of other faiths and cultures. Children across the school visit the local Church at least twice in their school career to develop and deepen their spirituality. Speakers are also welcomed into our school as a further source of information as appropriate to the development of the RE curriculum and/collective worship themes.

#### **8.4 Quality assuring input from an external agency**

There are often issues relating to quality assuring the work of external agencies delivering activities in schools. External agencies often deliver specialist input as part of the curriculum, for example Theatre in Education, advice and curriculum workshops. For this work to be of benefit to pupils, we assess the suitability and effectiveness of input and ensure that:

- A member of school staff is always present during external agency delivery
- Any messages communicated to pupils are consistent with the ethos of the school
- Activities are complementary to the curriculum, properly embedded in planning and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

Where external agencies are used, we follow the guidance set out by the London Borough of Lambeth in their document, *Guidance for Schools - External Agencies*; this includes the completion of relevant risk forms where appropriate.

### **9. Right to Withdrawal**

- 9.1 The 1994/1988 and 1993 Education Acts establish the parents' right to withdraw their children from Religious Education if they wish. However, by the fact that the parents have opted to send their children to a Church of England school, it is hoped that this will not be necessary.

### **10. Curriculum Map**

- 10.1 Long Term Planning- RE Curriculum Overview  
10.2 Medium Term Planning- RE Scheme  
10.3 Daily Plans- Using RE scheme

### **10. Monitoring and Review**

- The policy will be reviewed as part of the school's monitoring cycle.