

**ST. ANDREW'S C.E. PRIMARY SCHOOL**  
**Religious Education Policy**

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*'With God's love, we live, learn and grow together'* School Vision  
*Love, Courage & Friendship* School Values  
**We love, because He first loved us (1 John 4 v 19)** Bible Verse

**Aims: Why are we Teaching it?**

Religious Education and Christian teaching play an important role in promoting the spiritual, moral, social and cultural development of the children in our care.

- Children will know about and understand that Christianity is a living faith, influencing their lives and that of people worldwide, shaping British culture and heritage.
- Children should have knowledge and understanding of the other major religions and an appreciation of the religious traditions of others. They should understand how religious beliefs are reflected in the attitudes, ethics, morals and lifestyle of people in today's society and the world.
- Children will be given the opportunity to reflect upon, develop and affirm their own beliefs, values, and attitudes, expressing their ideas and insights. Also exploring and enriching their own beliefs and values through deeper questioning.
- Through theological questioning and examining their own and other's beliefs, children will learn to think for themselves and be less likely to be swayed by extreme thinkers or radicalizers.
- Teaching children to debate using non-combative (no winners or losers) language, children will find it easier to accept and celebrate that others hold views different to their own.
- We have a statutory duty to teach Religious Education, encouraging the children to become religiously literate, being theologically informed, respectful of religions and world views, engage in meaningful dialogue and reflect on their own spiritual, philosophical and ethical convictions.

**What we are teaching and balance:**

We follow the LDBS Scheme for Religious Education, two-thirds Christianity, one-third other faiths. The scheme is designed to increase the children's knowledge and awareness of the Christian and other faiths, within a challenging curriculum. This is assessed and shows progression, based on the LDBS assessment guidelines, based on knowledge and understanding of religious concepts. Teachers encourage children to deepen their understanding of religious beliefs and Religious Education has an impact on their spiritual and moral development

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### **How we are teaching it and curriculum time:**

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values (Love Courage and Friendship) and philosophy of the school. Religious Education within the school also reflects our vision, 'To love life, learning and God.' St Andrew's School will seek to promote understanding of why and how humans seek a higher destiny and/or deeper understanding of spirituality. Children will be given opportunities to explore their own spirituality through times of reflection, collective worship, community living and the study of all the major world religions.

The teachings and philosophies of Christianity form the backbone of the RE curriculum.

Early Year and Foundation Stage children will learn about religion through the world about them and the Christmas and Easter Stories.

Key Stage One children continue the emphasis on Christianity, but also study two of the major world religions, Sikhism and Judaism.

Key Stage Two children have a continued emphasis on Christianity, also learning about two other major world faiths, which are revisited in Year 3 and 5, Year 4 and 6. They build up a good knowledge and understanding and are able to compare and contrast religions, making deeper and informed contributions to the discussions.

Religious Education must be taught weekly, KS1 for one hour and KS2 for one hour twenty minutes, as recommended in the document:

### ***RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS A Statement of Entitlement from the Board of Education/National Society Council***

The RE curriculum time should be closer to 10% but no less than 5% of the curriculum is dedicated to the teaching of Religious Education, with enrichment days and activities to rectify any short fall. The Senior Leadership Team and RE lead fiercely guard RE curriculum time, it is the last thing to go.

NB: The RE entitlement is totally separate from the requirements for Collective worship.

### **How we assess progress in RE**

The school follows the LDBS assessment guidelines and the children's achievement should be equal or be better than comparable subjects.

#### **Assessment: Foundation Stage**

Assessments are carried out through observation of aspects of the Foundation Stage Curriculum.

#### **Assessment: Key Stage 1 and 2**

The LDBS Scheme provides objectives for each lesson as well as links for assessment tasks. Individual children's work should be formally assessed termly with records being kept on the LDBS assessment sheets and on Target Tracker and fed back to the subject leader.

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**How we monitor and evaluate the quality of teaching and learning in RE:**

As part of the school's monitoring process trends and patterns in attainment are monitored by the RE Leader. The Incumbent and the governing body have an overview of R.E. teaching and learning. The RE leader and Headteacher carry out a programme of observations, work sampling, pupil interviews and planning reviews.

**How resources are made for the teaching of RE:**

Each class has basic resources and those specific to their areas of teaching and learning but we also have a resource area in the upper Key Stage two and Key Stage One corridors.

The coordinator controls the budget and teachers make requests for new resources and consumables through the coordinator.

Resources are purchased in accordance with the budget and on a needs basis, with reference to the LDBS Scheme.

The accumulation of resources is ongoing. It is the responsibility of class teachers to inform the RE subject leader of their needs.

'Pause for Reflection' resources are kept in the RE leader's room and made available to staff for their display areas.

**How we support and develop staff:**

All staff are supported and have access to appropriate professional development, through INSET or externally sourced courses (LDBS). The RE lead is available for support and consultation by the staff. Staff and governors understand the role of RE in church schools. Also, the RE lead is supported by the Senior Leadership team.

*It is recognised that parents have the legal right to withdraw their child from RE in its entirety or in part. If parents wish to exercise this right, arrangements would be made for the child's withdrawal, by the class teacher and after discussion with the headteacher. The headteacher would inform the governors of any instances of children being withdrawn.*

**Reviewed: Autumn 2020**

**Approved by: Curriculum Committee**

**Next Review Due: Autumn 2021**

**Monitored by: Headteacher**