

# Religious Education Policy

## St Augustine's Federated CE Schools: Primary



We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10).

We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

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## **INTRODUCTION**

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

## **AIMS**

RE is a core academic subject at St Augustine's CE Primary School that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the Aims and Objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the 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 religious, spiritual, and philosophical ways of living, believing, and thinking.

## **RATIONALE**

At St. Augustine's CE Primary School, we believe at that Religious Education (R.E.) both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the values which we place on the development of the whole child - spiritually, morally, socially, culturally and intellectually - is reflected in the RE curriculum and we aim to ensure RE enables all children to live life in all its fullness. As a Church of England school, we aim to develop a strong understanding of Christianity as a living faith through the exploration of core theological concepts which critically engages with Christian text.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RE should encourage all pupils to reflect on their own beliefs and values and to acknowledge that others hold beliefs different to their own. As well as teaching about Christianity, our curriculum explores other world faiths, such as Judaism, Islam, Buddhism, Hinduism and Sikhism. We aim to ensure that the teaching of RE supports and enhances the Christian vision of the school and have close ties with St Augustine's church, as well as with the London Diocesan Board for Schools (LDBS).

## **TEACHING AND LEARNING OVERVIEW**

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1 and 2.



## RE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christianity	Christianity	World Faith	Christianity	World Faith	Christianity
<b>Nursery</b>	Who am I?	Why is Christmas special?	(Awaiting content)	Easter	Special places/people/objects	(Awaiting content)]
<b>Reception</b>	Who Made The Wonderful World?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	What makes a place special?	What can we learn from stories?
<b>Year 1</b>	What responsibility has God given people about taking care of the world?	Why is each person important in the Nativity story?	Judaism What is it like to live as a Jewish person?	Why is Easter the most important festival for Christians?	Islam What does it mean to be a Muslim?	Why did Jesus tell stories?
<b>Year 2</b>	Why did Jesus teach the Lord's prayer as the way to pray?	How does the symbol of light help us to understand the meaning of Christmas for Christians?	Judaism Why are they having a party?	How do the symbols of Easter help us to understand the meaning of Easter for Christians?	Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah?	Why do Christians make and keep promises before God?
<b>Year 3</b>	What is the Bible's Big Story?	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	Judaism What does it mean to be Jewish?	Who is the most important person in the Easter story?	Buddhism What did the Buddha teach his followers about life?	Who is Jesus (I am .....statements)
<b>Year 4</b>	How did belief in God affect the actions of people from the Old Testament?	Is the Christmas message of peace still relevant to today's world?	Hinduism How do Hindus worship?	What is Holy Communion and how does it build a Christian community?	Hinduism What does it mean to be a Hindu?	Liturgy Why is liturgy important to many Christians?
<b>Year 5</b>	What do the miracles tell us about Jesus?	How do art and music convey Christmas?	Sikhi How did the first five Sikh Gurus shape Sikhi?	What happened in churches during Lent, Holy Week and Easter Sunday?	Sikhi How did the final five human Sikh Gurus shape Sikhi?	Islam How do Muslims live and embrace their faith in a diverse world?
<b>Year 6</b>	What might the journey of life and death look like from a Christian perspective?	How would Christians advertise Christmas to show what Christmas means today?	Buddhism What does it mean to be a Buddhist?	How does the Christian festival of Easter offer hope?	Christianity How has the Christian message survived for over 2000 years?	Who decides? (Version a or b)

## LEGAL REQUIREMENTS

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

If a pupil is withdrawn from Religious Education, they will be placed in another class to be supervised.

For further guidance on this please use the following link: <https://ldbs.co.uk/strand-7-effectiveness-religious-education/>

## **HOW WE TEACH RE**

RE at St Augustine's CE Primary School is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision.

## **THE INTENT OF THE LDBS SYLLABUS**

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
  - i. Ability to be critical thinkers
  - ii. Ability to engage critically with texts
  - iii. Ability to ask deep and meaningful questions
  - iv. Ability to make connections within and across religions and worldviews
  - v. Ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions
  - vi. Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school
- Contributes significantly to the spiritual, moral, social and cultural development of children
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

## **IMPLEMENTATION OF THE LDBS SYLLABUS**

Within every unit of learning the following steps take place as part of the learning process:

**Enquire:** Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

**Investigate/ Explore:** What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face visitors, videos, etc)
- Grapple with complex theological concepts, questions and issues

**Evaluate/ Communicate:** What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

**Reflect on/ Express:** What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

## **EARLY YEARS FOUNDATION STAGE**

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception and nursery classes. The LDBS Syllabus will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

## **RELIGIOUS EDUCATION IN KEY STAGE ONE**

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others

may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

## **RELIGIOUS EDUCATION IN KEY STAGE TWO**

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to use confidently a wide range of religious and philosophical vocabulary. That they will have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life. We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children by the end of Key Stage Two, to be able to express and justify their own views with confidence. We aim for them to be critically thinkers and be able to engage critically with Biblical and other sacred texts. We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

## **ACCESS TO THE CURRICULUM**

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.

All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

## **IMPACT OF THE LDBS SYLLABUS**

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices
- Children will have developed a deeper understanding of what it means to live life in all its fullness

## **ENVIRONMENT AND RESOURCES**

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be easily accessible and kept in good condition.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum. There is a reflection area in each classroom that provides a space where children can be still and reflect.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

## **PLANNING, ASSESSMENT, RECORDING, MONITORING AND EVALUATION**

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

When assessing in RE, we aim to capture the learning journey of the child. We ensure it is ambitious for pupils to develop all aspects of knowledge: substantive, ways of knowing and personal knowledge. We make sure that teachers have high expectations of what pupils will know and remember. This is embedded through digging deeper questioning, classroom debate and discussions. This leads onto providing opportunities for pupils to review and build on important knowledge over time. We ensure pupils use the knowledge that is gained in previous years to support them for when the curriculum becomes increasingly complex and demanding.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

- Conducting learning walks and lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Analysing assessment data and identifying actions
- Planning scrutinies

- Book scrutinies
- Pupil voice
- Case studies

## **CONTINUED PROFESSIONAL DEVELOPMENT**

The RE lead attends termly network meetings, the content learnt from these is then shared with staff. The LDBS provides GROW days of support, external reports from GROW are then shared with staff and action plans are created. The RE lead delivers staff meetings to teachers and offers one-to-one planning support at the end of each half term. Members of SLT and the RE lead liaise with the schools LDBS advisor and decide on next steps to continually support and strengthen RE within the school.

## **PARENTS AND CARERS**

As a school we recognise that a partnership with parents/carers is essential to help children flourish.

We provide learning objectives and targets for pupils, and verbally report against these to parents on a termly basis. Pupils will receive a written report annually.

## **ROLE OF THE RE SUBJECT LEADER**

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

**EVALUATION/REVIEW**

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every two years by the Governing Body.