

**St Martin's CE (Aided) Primary School**  
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## **Religious Education Policy**

**Status: Draft / Final**

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**Policy produced/reviewed by: Headteacher**

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**Signed:**

**Position:**

**Date of next review: September 2023**

## **St Martin's CE (Aided) Primary School**

### **Our School Vision**

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

### **Our School Values**

Respect – valuing each other and celebrating our differences.

Friendship – showing kindness and compassion to everyone.

Courage – being brave enough to try our best and do what we know is right.

Creativity – using our individual talents to make our world a better place.

### **Religious Education (RE) Policy**

#### **Rationale**

At St Martin's CE (Aided) Primary School, we believe that RE is a key part of realising our vision and helping our children develop our school values. RE gives the opportunity to learn, to reflect, to understand ourselves and others, to be challenged with the big questions of life, to become tolerant, to think critically, and to evaluate, as well as to learn about Christianity and other faiths.

We follow guidance from the Hampshire County advisor for religious education and the Diocese education team, as well as the guidance provided by the locally agreed syllabus, Living Difference III.

Further, the planning and delivery of Christianity within RE lessons is complemented with resources from the Church Of England's Understanding Christianity publication, allowing for children to understand the big story of the Christian Bible and to explore life's big questions, considering the difference children can make to our world.

#### **The legal requirements of RE**

We are a Church of England school. In line with the school's trust deeds, the terms of Union (Appendix 1) with the National Society state, with regard to religious education, that *'The Headteacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church'*.

We follow, under the advice provided by Winchester Diocese, the syllabus "Living Difference Revised" which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain (quoting from the syllabus and Education Act). With regard to the law, Religious Education must not be designed to convert children, or to urge a particular religion or religious belief on children, whether that of a secular agenda or of a particular religion.

The Department for Children, Schools and Families (DCSF) (now DfE) guidance, Religious education in English schools: Non-statutory guidance 2010, states that:

*Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the Schools Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. ... Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.*

## Aims

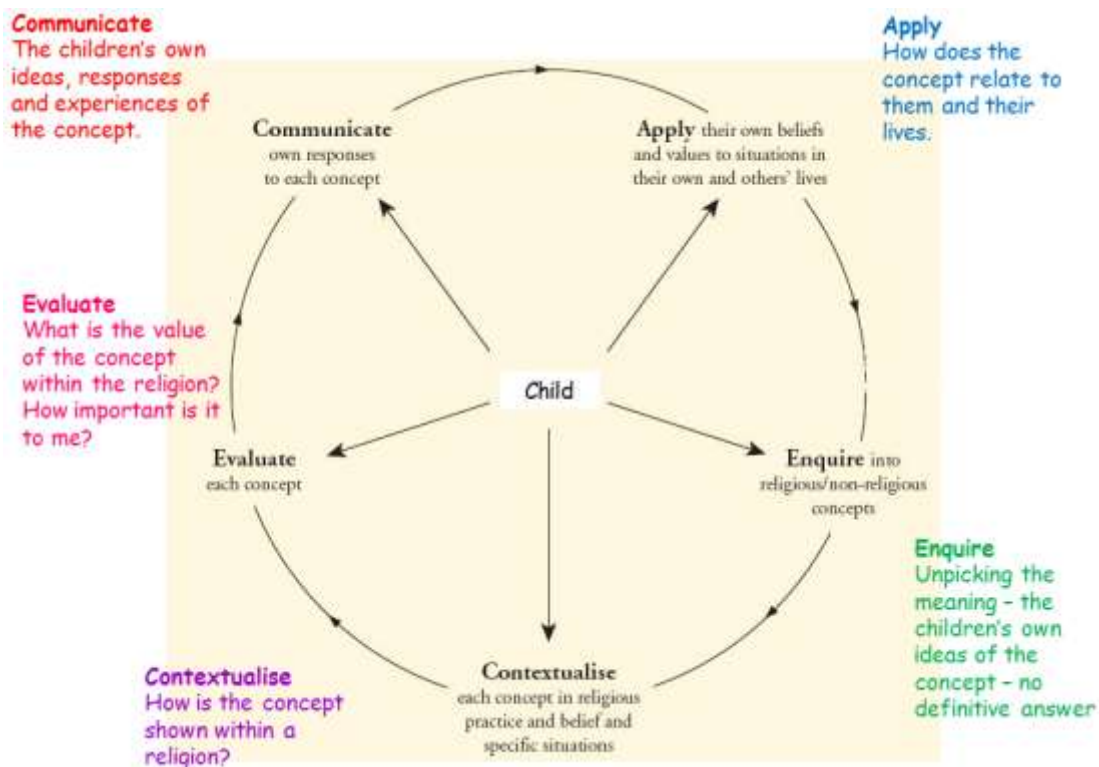
Through our RE curriculum, we aim to:

- support children in developing their own values, principles and opinions;
- provide children with a safe environment in which to explore and develop their thinking and beliefs;
- develop children's understanding of different religions, beliefs and cultures;
- promote our school value of respect (valuing each other and celebrating our differences) and friendship (showing kindness and compassion to everyone);
- support children's spiritual, moral, social and cultural development;
- provide opportunities for children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences;
- develop children's capacity to interpret, evaluate and respond to differing values and beliefs;
- extend children's thinking and analytical skills and their creative, imaginative and emotional development;
- foster mutual understanding between children of differing religious and cultural backgrounds - this promotes tolerance, a key British value.

## Our RE curriculum

It is recommended that a minimum of 36 hours in Reception/KS1 and 45 hours in KS2 per school year should be devoted to religious education, and the programmes of study in *Living Difference Revised* have been designed with these time recommendations in mind. In practical terms, this is 6 hours for Reception/KS1 and 7.5 hours for KS2 per half-term. RE can be taught weekly, or in blocked units, either across a week or a day, according to the arrangements of each class timetable.

RE is a philosophical enquiry based upon the learners' own perceptions and understandings of each concept, which should remain fluid, and develop as the learners' progress through the cycle of learning (see diagram below for the learning cycle). The *Living Difference III* syllabus is used to guide concept-driven learning, encouraging children to begin from their own personal points of view and having opportunities to then hear about other people's points of view and how other religions would view these ideas. Throughout the cycle, learners will be interrogating the concept to develop their understanding of what it means, which should grow and develop as the cycle is followed round.



Questions are a key part of learning. Within each cycle of learning, the following questions may be asked or thought about:

### Communicate

What is your idea of ... ?  
 What's your experience of ... ?  
 Who has the same experience as you?  
 What do you think about ... ?  
 Was there anything you saw in THE RELIGIOUS CONTEXT that has made you think differently?

### Evaluate

What would the religion be like without the concept?  
 What is the value of the concept within the religion?  
 How important is the concept to me?

### Contextualise

How is the concept shown within a religion?  
 Would everyone from that religion agree?  
 The children are looking at the concept not the whole religion

### Apply

How does ... affect your life?  
 What difference does ... make to you?  
 Does anyone agree?  
 Does anyone disagree?  
 Is this concept the same for everyone?  
 Would it be the same for ... ?  
 Will you always think that?

### Enquire

What do you think it means?  
 ... could you tell me more?  
 ... any other ideas?  
 ... anything to add?  
 Why do you think that?  
 Does anyone agree/disagree? Why?  
 Has anyone been surprised by anyone's ideas?  
 Has anyone changed their minds?

## Understanding Christianity

We use Understanding Christianity to support our teaching of Christianity in RE. The key purpose of Understanding Christianity is to help all teachers support children in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. As a church school, we aim to see children leave school with a coherent understanding of Christian belief and practice. The resource fully supports and works alongside with Living Difference III. An outline of Understanding Christianity programme of study is shown below.



We use the RE curriculum to develop children's understanding of global injustice, to equip them to tackle this and become courageous advocates for change. We are currently working towards our silver level Global Neighbours accreditation.

## **Assessment, recording and reporting arrangements for RE**

Class teachers assess every child at the end of each half term against one of the areas of the Living Difference cycle. Teachers use these assessments to identify and then address any areas of underachievement. At the end of the year these are used to inform an end of year assessment of working towards ARE, working at ARE or working at greater depth within ARE. These assessments are reported to parents and used to track the child's progress throughout their time at St Martin's school.

There is a clear skills progression in place, which identifies what children are expected to be able to do in each area of the Living Difference Cycle at the end of every year. The teachers use this to support their assessments, and assessments are moderated across the staff team at least once a year.

## **Working with parents and carers**

We aim to work in partnership with parents and carers in all aspects of school life, including RE. We share the content of our lessons with parents and carers, at the start of each half term, through our curriculum booklets.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

<b>Subject</b>	<b>Right to Withdraw</b>
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Collective Worship	Yes

If a parent or carer wishes to withdraw their child from any session in school, an appointment must be made to discuss the matter with the Headteacher. Following this discussion, if the parent or carer still wishes to withdraw his/her child, a withdrawal statement must be signed.

Any child withdrawn from all or part of a session will be provided with an alternative activity, whilst the session(s) take place. It is the class teacher's responsibility to make these alternative arrangements and to ensure that the child does not feel discriminated against.

## **Answering questions**

As with all questions from children, we will endeavour to answer questions about RE factually and without bias. Individual members of staff will make a professional judgement as to whether it is relevant to address the question posed immediately or at a later stage, and whether to address the answer to an individual, a group or the whole class. If a member of staff is in doubt, he/she will discuss the matter with the Headteacher and if felt relevant, a child's parents or carers.

## **Evaluation and monitoring**

- The governing body are responsible for developing, reviewing and ratifying this policy every three years.
- The Headteacher is responsible for ensuring the RE programme is delivered according to this policy.
- The RE manager is responsible for monitoring provision and outcomes of RE in line with the long-term curriculum map.
- The class teachers are responsible for teaching the content identified on the medium term plans in line with this policy.



