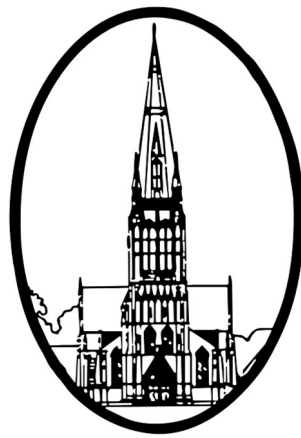


St. Mary's C. of E. Primary School

*"St Mary's.... feeding the mind, body and spirit so we
can be the best we can be."*



Religious Education Policy

Revised: May 2022

Review date: May 2025

Mission Statement and Values

"Feeding the mind, body and spirit so we can be the best we can be."

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none.

Sit around the table at St Mary's and you will discover a warm welcome and a great community.

The Spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

Truth: in the choices we make and in our dealings with family, friends, school and community.

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better than today.

Love: for ourselves and others, knowing that God loves us.

Our Vision for RE

As a Church of England School, our spiritual values and mission statement are at the heart of all we do. Our curriculum has been designed with the school community in mind to enable us all to live out our mission of 'St Mary's...feeding the mind body and spirit so we can be the best we can be.'

Religious Education at St Mary's is an integral part of school life as an academic subject. It enables all pupils to be the best they can be. Pupils are given opportunities to:

- reflect
- think critically
- question the world around them
- demonstrate a good understanding and appreciation for the religious traditions of others in our world today.

This is continuously reinforced through collective worship and our mission and spiritual values. We maintain strong links with St Mary's Parish Church and the local community. We welcome the contribution that our clergy team, who lead daily collective worship weekly, make towards enriching religious education in our school.

"Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."
Statement of Entitlement (2019)

Our aims for Religious Education

In accordance with the Statement of Entitlement Document written by the Church of England (2019) we aim to ensure all pupils:

- Study a two-third Christianity and one-third World Faiths curriculum in KS1 and KS2.
- In EYFS, the children will study a Christianity based curriculum.
- Have the opportunity to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse.
- Engage with biblical text and theological ideas.
- Have the opportunities to learn about and from religion from a variety of resources.
- Are engaged and challenged through an exploration of core concepts and 'Big' questions.
- Can engage with challenging questions of meaning and purpose raised by human existence and experience.
- Have opportunities to engage in meaningful and informed dialogue with a range of religions and worldviews.

The teaching of Religious Education

At St Mary's we follow the revised London Diocese Board for Schools (LDBS) Syllabus which supports us in achieving our vision

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By following the LDBS syllabus we intend:

- 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:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
 - 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.

The units of Learning:

- 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.

Units of Learning for each Key Stage:

- EYFS study a Christianity based curriculum.
- KS1 and KS2 study a two third Christianity and one third World Faiths.

The KS1 World Faiths studied are:

- Judaism and Islam.

The KS2 World Faiths studied are:

- Judaism, Hinduism, Buddhism and Sikhism.

Within the World Faith units, the following topics are explored:

- The main teachings and beliefs of the Faith.
- Beliefs and practices and the impact they have on the life of the believer.
- How key festivals within the Faith are celebrated within the Faith community.

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

Enquire: Engage with a big question for the unit and for each individual lesson.

Investigate/explore: What is the religious content and context being explored? The explore stage of the enquiry is where children will be primarily learning about religion and belief.

Evaluate/Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers?

Reflect on /express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions? What is our personal response? This should be based on knowledge and understanding.

Curriculum balance and time

We look to provide religious education for all pupils in accordance with the Church of England's Statement of Entitlement (February 2019), the provisions of The Education Reform Acts, SIAMS revised schedule September 2021 and with the support and guidance of the LDBS, Clergy, Governors.

We ensure:

- To provide a high-quality Religious Education curriculum, which is two thirds Christianity
- To ensure at least 5% of curriculum time is dedicated to the teaching of religious education

Monitoring, Assessment and reporting

The RE Subject Leader, in partnership with the senior leadership team is responsible for the monitoring and reviewing of the teaching of RE in school and for reporting standards in RE to the Governing Body. This includes, work scrutiny, pupil and teacher voice, lesson observations, learning walks and the review of assessment data through pupil progress meetings. Other contributors to the monitoring are LDBS advisors and the SIAMS report.

The RE leader is responsible for ensuring RE is appropriately resourced and that teachers receive regular and up to date CPD.

Formative assessments are carried out at the end of each unit of learning and termly assessment data is recorded on our school assessment tracking system. Class teachers report on progress and attainment in RE to parents in the end of year school report.

Parental Rights of Withdrawal in a Voluntary Aided School.

As an inclusive school that respects each other's similarities and differences we encourage full participation in RE and Collective Worship. However, where there are concerns we invite parents to discuss the benefits of reflection and teaching RE in today's challenging world.

Parents still have the right to withdraw their children from Religious Education and collective worship. If this is something a parent wishes to do we ask that they speak to the Headteacher.