



RE Policy

REVIEWED SEPTEMBER 2023

ROISIN MCKIE



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Wings to
fly



St Cuthbert's C of E Junior School

RELIGIOUS EDUCATION POLICY

Policy History	Date
First draft	
Presented to staff	
Second draft	
Presented to Governors	November 1998
Review	January 2014
Reviewed by SIAS WP	December 2014
Review by Governors	January 2015
Review KL appendix 1 added	May 2015
Reviewed by KL	September 2016
Reviewed by HA	February 2019
Reviewed by RM	September 2023

Policy reviewed every 3 years

THE AIMS OF THE SCHOOL

- Link the values promoted in collective worship & lessons to the school's distinctive Christian character
- To promote the school's Christian foundation by reinforcing the links between St Cuthbert's Church and St Cuthbert's school so that the children are more aware of why we now share the same name (eg ensure children are continually reminded of St Cuthbert so he becomes our 'patron saint' & is more evident in the school?)
- To explicitly explain and share our Christian values & identify how these impact on the lives of the whole school community



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Church School Liaison Group (CSLG) agree that the core Christian values should be incorporated explicitly into the overall school aims.

1. Ensure that our school is a happy, secure and supportive place, where everyone is valued.
2. Provide a rich, varied and stimulating curriculum, which is accessible to all.
3. Encourage a love of learning and the desire to expand their knowledge and skills throughout life.
4. Foster spiritual awareness and a sense of awe and wonder.
5. Develop the understanding and skills needed to become responsible and effective members of the school and as part of the wider community.

This policy will set out how these aims will be practically realised by staff and governors around the school and in the classroom with reference to religious education.



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Religious Education Policy

Rationale

Religious Education involves the exploration of fundamental questions concerning human experience and spirituality and the attribution of meaning to such experience within personal belief and religious tradition, with particular focus on the Christian faith.

Aims

- a) To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
- b) To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.

Objectives

These objectives will guide teachers in their decisions in relation to planning. (Planning should reflect the need to address both of the above aims in an integrated manner.)

- a) ***To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.***
 - To develop an awareness of self, others and the world about us, through reflection on inner feelings, relationships with others and responses to the natural world.
 - To develop a capacity to explore questions of meaning and purpose concerning human nature and spirituality and an understanding of some religious responses to these questions.
 - To develop an understanding of how attitudes and behaviour are influenced by beliefs, values and commitments.
- b) ***To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.***
 - To develop a knowledge and understanding of Christian and other religious beliefs and commitments, the ways in which these are related to sacred writings and the teachings of Jesus and other key religious figures, and how they apply to everyday life.
 - To develop a knowledge and understanding of worship, prayer, celebration and pilgrimage and a respect for the personal beliefs from which these arise.
 - To develop a knowledge and understanding of religious symbolism and key religious experience, such as awe and wonder and their varied expression through the arts.



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Teaching and Learning

Religious Education will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds. A variety of approaches will be used as appropriate, e.g. discussion, music, writing, drama, visual arts.

Planning is derived using the resource 'Understanding Christianity' and is the main resource to cover all Christian concepts and to ensure a balance between the implicit and explicit areas of Religious Education. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

Content for other religions, guided by Discovery RE and the local AMV Syllabus, will be selected and planned to ensure coverage of aspects of Christianity and other major religions represented in Britain.

At the beginning of every half term, the value for that half term will be shared with each class by the headteacher and a collective worship will be undertaken to support the children's understanding.

Pupils will be engaged in a variety of activities, which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles.

A wide range of approaches will be used to help pupils develop an awareness and understanding of different religious beliefs and so that they may be encouraged, through questioning and reflection, to make a personal response (artefacts, music, visual art, photographs, creative, factual and reflective writing, drama and simulation, visits and discussion).

Relevance

Religious Education will be made relevant by starting with the pupils' own experience, and learning from others. Visits will be made to places of religious significance and visitors from the church and community invited into school.

Cross Curricular Skills and Themes

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It makes a clear contribution to Personal, Health and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities (with reference to the Equal Opportunities Policy), Multicultural Education, Health, Environmental Education and Citizenship. British Values are frequently referenced in planned activities.

Continuity and Progression

In accordance with the Somerset Agreed Syllabus for Religious Education (Awareness Mystery & Value), skills, knowledge, attitudes and key concepts, as defined by the implicit and explicit areas of RE, will be identified, consolidated and developed through medium term planning. Key Stage 2 will study Christianity plus at least three other faiths.



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The exploration of personal experience through reflection and enquiry will be developed at Key Stage 2 as children develop a greater understanding of broader religious issues, beliefs and practices.

Curriculum Design

(Based upon recommendations from the Diocese in "Awareness, Mystery and Value", Somerset Agreed Syllabus for Religious Education).

Religious Education books are held centrally in the resource area and cover Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. A range of religious artefacts, music and photographs/ posters is also stored centrally.

The 'Understanding Christianity' resource is in the RE resource area and is also accessible online for staff to access.

The Parish Church of St Cuthbert is itself a rich resource readily available to the school.

Roles and Responsibilities

The Religious Education subject leader is responsible for monitoring and assessing planning and delivery of the curriculum. The subject leader keeps up to date with developments within the subject through reading and in-service training. It is the responsibility of each class teacher to identify resourcing needs whilst the subject leader maintains and organises general RE resources.

Monitoring and Evaluation

Opportunity for assessment will be identified through planning and will be a continuing, integral part of learning. Pupil self-assessment will be planned for, particularly in those elements in Religious Education concerning personal response. Teacher assessment will be made against a clear set of criteria based on concept, attitude, skill and knowledge development.

The effectiveness of the Religious Education curriculum will be monitored by the RE subject leader and evaluated in discussion with the Head and SIAMS group of the Governing body. Resources, teaching methods, planning and INSET needs will be identified and priorities for action established as linked with the school development plan.