

# ST MARY'S BRYANSTON SQUARE SCHOOL



## Religious Education Policy

Revised by Emily Norman  
November 2014

# St Mary's Bryanston Square School RE Policy

## 1. PURPOSE

This policy statement is to ensure that all children are provided with high quality Religious Education, which is in accordance with legal requirements and the school ethos.

## 2. AIMS OF RELIGIOUS EDUCATION

Through the teaching of Religious Education, we hope to foster children's feelings of awe and wonder, delight and mystery. We hope to assist them in their exploration of the meaning of life, to support them in making life choices and help them confront difficult or painful situations they may have to encounter. We want children to value themselves and to recognise the way in which they are valued by God, enabling them to show care and respect for others in line with our core value of 'love your neighbour as yourself'.

Through the teaching of Religious Education, we seek to:

- develop the children's knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their ability to respond to the core beliefs and practices of these religions
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
- consider questions of meaning and purpose in life;
- learn about religious and ethical teaching, enabling them to develop critical thinking and reasoning about religious and moral issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a multi-faith society;

As a Church of England school, we are particularly concerned to develop:

- an understanding of the fundamentals of Christian teaching taught in the Bible, in accordance with the school's foundation
- familiarity with the teachings and traditions of the Anglican Church in general and St Mary's Church in particular

## 3. PLANNING AND ASSESSMENT

### *Early Years*

The teaching of RE forms part of the Early Years curriculum for PSED and UTW. RE objectives are covered through free play activities, circle times and religious stories. All major religious festivals are celebrated and experienced by the children. Children have access to a wide range of opportunities to extend their understanding of their own faith and the faith of others.

### *Key Stage 1*

RE in Key Stage 1 is taught weekly by class teachers, according to the school scheme of work. RE is taught for 1 hour a week, and is discrete from Collective Worship.

Children share their experiences of faith and belonging, learn about the place of prayer in religion, understand the role of the Church and learn the significance of major religious festivals. Two thirds of RE teaching in KS1 is Christian. Islam, Judaism and Hinduism are also studied. There is a balance between learning about religions, and also learning from religions, with an emphasis on children learning how to think for themselves based on what they have understood about faith.

### *Key Stage 2*

RE in Key Stage 2 is taught weekly by class teachers, according to the school scheme of work. RE is taught for at least 1 hour 20 minutes a week, and is discrete from Collective Worship.

Children learn more about Jesus as the central figure of Christianity and about other key religious leaders, about the role of Sacred Texts within religions, about the history and significance of the Church and other places of worship, and about

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sacraments and rites of passage. At least half of what is studied in KS2 is solely Christian, with other topics being studied through looking at several faiths including Christianity. Thus Christianity forms 2/3 of what is studied. The children are taught a block on Islam in Year 5, and a block on Judaism in Year 6. There is a balance between learning about religions, and also learning from religions, with an emphasis on children learning how to think for themselves based on what they have understood about faith and understanding the similarities and differences between religions to encourage values of love, inclusivity and respect.

## Assessment

In the Nursery and Reception classes (F1 and F2) the Early Years Profile is used as a means of recording significant achievement in relation to the EYFS Curriculum.

From Year 1 to Year 6, teacher assessment, based on National Curriculum Statements and the LDBS scheme of work, is recorded in planning documents and on the RE assessment grids. These should be updated twice a year and can be found on the network in 'Assessment and Test data/ RE'.

Progress is then tracked through the school using these assessments to ensure that standards are high. Pupils' learning in RE is reported at the end of the year in the annual report to parents.

Teachers will employ Assessment for Learning techniques throughout their teaching of RE to enable the children to make at least good progress.

## 4. MONITORING THE QUALITY OF RELIGIOUS EDUCATION (how do we know?)

RE is monitored as part of the school's yearly monitoring cycle.

- **Medium term (half-termly) planning is monitored by:** SLT
- **Weekly planning is monitored by:** SLT (once a term), DH (as part of weekly planning scrutiny) and the RE Subject Leader (HT) as part of termly subject leader monitoring
- **Children's books are monitored:** termly by the RE Subject Leader + additional checks by SLT and/or LDBS
- **Quality of teaching is monitored by Learning Walks and Lesson observations by:** RE Subject Leader (HT) + SLT/ Governor/ LDBS termly (learning walks) and annually (lesson observations)

## 5. EQUAL OPPORTUNITIES/ WITHDRAWAL

- Teachers should be aware of the different religious and faith groups represented in their class. These can often be a resource for teaching, but must be handled with great sensitivity.
- This is a subject to which children can respond with knowledge and interest, even when they have newly arrived in the country with little or no English. Visual, tactile and aural clues, such as music, can be very helpful to EAL children. Therefore creativity and appreciation are central to much of the work done in this subject.
- Religious Education is a subject which is especially important for children with Special Educational Needs, as it directly addresses issues such as equal opportunities and self esteem, and invites personal response. In this subject, success should be genuinely independent from attainment in formal curriculum skills.

As a Church of England School, we see Religious Education as a crucial element of promoting the community cohesion we value so highly, and it is our aim that all the children in our care will participate in the RE lessons we provide. However, we do appreciate that parents have the legal right to withdraw their children from Religious Education, including trips, and we respect that right. We would always ask parents with a concern in this area to discuss the matter with the Headteacher.

*First published: Autumn 1999, Reviewed and amended: Autumn 2003, Reviewed and amended: Summer 2006, Reviewed and amended: Spring 2009, Reviewed Spring 2012.*

***Reviewed and amended November 2014 (in line with the introduction of a new scheme of work)***

*RE Subject Leader: Emily Norman*

*Responsible Governor: Rev Ed Flint*

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