ST JOHN'S
C OF E PRIMARY SCHOOL
CATERHAM

EXCELLENCE
&
ENJOYMENT

RELIGIOUS EDUCATION POLICY

1 John 3:18

Dear children, let us not love with words or speech but with actions and in truth.

As a church school we are called to find ways to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. We will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils to the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths particularly those represented in the school community and local neighbourhood.

Approved and Adopted by: Standards & Pupils Committee

On: July 2023

Next Review Date: June 2026 (or as required)

Reviewer: Full Governing Body

Filed: School and Clerk to the Governors

St John's C of E Primary School
Caterham

RELIGIOUS EDUCATION POLICY

1. A statement regarding the legal position of RE

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

St John's Church of England Primary School is a Church of England Voluntary Aided School.

2. Aims for teaching RE
RE should enable pupils to:

- ✞ *develop a strong foundation of the Christian faith through knowledge and understanding that includes Christian Beliefs and Values, The Bible, Old Testament Characters, the Life and Teachings of Jesus, Prayer and Worship, Saints, The Local Church, The Christian Community, Living out the Faith, Rites of Passage and Christian Festivals*
- ✞ *apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices*
- ✞ *develop some knowledge and understanding of the other main world faiths represented in the United Kingdom, applying an understanding of religion to develop respect, empathy and sensitivity towards all people*
- ✞ *develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth*
- ✞ *develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none.*

The **Christian values** underpinning our school practice are:

- Love
- Thankfulness
- Respect
- Faith

3. The distinctive contribution RE makes to the life of the school and other curriculum aims (and community cohesion)

Religious education seeks to make a major contribution to the spiritual, moral, cultural and social development of pupils.

Spiritual, moral, social and cultural development
Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives. See appendix A as to how SMSC

RE contributes to pupil's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own ideas and views on religious and spiritual issues.

RE contributes to moral development by:-

- By enabling students to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to students and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to student's social development by:-

Considering how religious and other beliefs lead to particular actions and concerns.

- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

RE contributes to student's cultural development by:-

- Encountering people, stories, artifacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Personal development and well-being
RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community Cohesion
RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at Each of the four levels outlined in DCSF guidance.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The promotion of 'British Values'
RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights**.**

4. Approaches to RE Teaching

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection and any others. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. We use a variety of approaches of helping pupils to appreciate, and to begin to develop critical thinking about, religious life and teachings, including enquiry based and philosophical approaches.

5**. How RE is Organised**

As a Church of England school, we recognise the core place that RE occupies in relation to our Christian distinctiveness. A balance in the provision of curriculum time for studying faiths is as follows: Christianity – 50%, other world religions – 50%.

At least time 5% of curriculum time will be devoted to the teaching and learning of RE. This is organised in to discrete and cross curricular sessions and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level of RE, the teaching and learning of RE is taught in relation to achieving the Early Learning Goals.

RE curriculum time does not include collective worship or assembly.

Scheme of Work

The curriculum teaches pupils about religion in accordance with two attainment targets, Learning About Religion (AT1) and Learning From Religion (AT2).

Following the scheme and planning of The Dioceses's syllabus for RE, high quality learning experiences in RE are designed and provided by careful planning using.

Visits and Visitors

We consider that an essential element of the delivery of quality-first RE is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit. These visits are arranged in accordance with the school's trips policy.

RE and Inclusion

At St John's, we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs.

6. Assessment

Learning About Religion (AT1) and Learning From Religion (AT2) level descriptors ensure pupil progress. Pupils are assessed on beliefs, teachings and sources , practices and ways of life, forms of expression; identity and belonging; Meaning, purpose and truth; and Values and commitments.

We reflect these level descriptors in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. We provide an annual report on each child's progress in RE. This report is based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence of work and written comments on individual pieces of work.

7. Arrangements for monitoring standards of teaching and learning in RE

The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to have available their planning for RE, along with a folder of evidence of pupil progress in RE during each academic year.

The RE Subject Leader works with the Senior Leadership Team to ensure that leadership of RE remains a high priority and is of a high quality. The coordinator may be asked to contribute to the Church school self-evaluation process.

8. Responsibilities for RE within the school, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:
• all pupils make progress in achieving the learning objectives of the RE curriculum
• the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
• those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
• teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
• where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
• teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
• clear information is provided for parents on the RE curriculum and the right to withdraw
• RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

9. The right of withdrawal from RE

Parents have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at St John's Church of England Primary school.

10. Associated Policies and Documents

- Collective worship Policy
- Learning and Teaching Policy
- RE subject leader long term map/schemes of work
- Year group planning documents