



Religious Education

Policy owner/author	RE leader
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Related policies	

Version History Log

Date	Version	Comments/Summary of changes
<u>11/09/2023</u>	1	

Our Vision Statement 'Learning for Life'

Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's.

At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

We are privileged to be a part of each and every child's life while they are with us at St Mary's; we love watching them grow and flourish. It is our promise that each and every child will feel loved, inspired, safe and nurtured so that they reach their full potential both personally and academically, in a diverse, fun and aspirational environment.

Values

Kindness
Courage
Trust

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
[Religious Education in Church of England Schools A Statement of Entitlement](#)



Aims and objectives

At St Mary's CofE School we are committed to developing the knowledge and understanding of the principle religions of our children through an engaging and nurturing environment. We believe in the importance of using engaging and inspiring methods of teaching that challenge and encourage our pupils as they explore different religious beliefs, values and traditions, as well as giving our pupils the foundational skills needed to begin answering challenging questions for themselves. RE at St Mary's promotes acceptance and enables pupils to combat prejudice, preparing them for life in a multi-cultural society. RE is taught in an enquiry based way, allowing our pupils to develop their ability to reason and reflect upon religious and moral issues.

The aim of Religious Education teaching at St Mary's Church of England Primary School is to help the children learn from religions as well as about religions. We believe they should have opportunities to reflect on a wide range of ethical, moral and spiritual issues.

To enable pupils to:

- Give children of all ages the opportunity to explore their ideas about God and many issues which are important to them, in an atmosphere of trust and respect.
- Introduce Foundation and KS1 children to basic concepts and facts about religion, and to spiritual experiences. Build upon this in KS2 to broaden their knowledge and deepen their understanding.
- Foster a spirit of appreciation and acknowledgement of some differences between people, and of underlying similarities.
- Demonstrate an appreciation of the nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life.
- To gain an understanding of the Christian way of life and of Christian values, whilst developing awareness in our children of the multicultural society in which we live.
- Develop an interest and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education (SMSC).
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- Recognise the influence and beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Content

We follow the [Surrey Agreed Syllabus for Religious Education](#) (2023-2028). Religious Education is taught weekly.

There are three **Golden Threads** running through the Surrey Agreed Syllabus for RE: **God**, relating to theological approaches, **Identity**, relating to more philosophical approaches, and **Community**.

These **Golden Threads** are woven throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills.

Early Years Foundation Stage

The aim of RE in EYFS is to learn about and learn from religious and spiritual insights, beliefs and practices. In Reception, pupils are given the opportunity to learn and develop through their experiences of different religious traditions and communities based on their interests, backgrounds and child initiated play in. During RE in EYFS the children will focus on three religious concepts and six key questions. The three concepts are celebration, belonging and specialness. The six key questions that will support learning about religions and beliefs are:



RE has key links to the areas of learning and development within the EYFS curriculum. Some relevant Early Learning Goals include:

Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Express their ideas and feelings about their experiences
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others

Understanding the World

- Talk about the lives of the people around them and their roles in society
- Explain some similarities and differences between life in this country and life in other countries

Expressive Arts and Design

- Make use of props and materials when role playing characters in narratives and stories.
- Perform songs, rhymes, poems and stories with others
- Invent, adapt and recount narratives and stories with peers and their teacher

In order to support our pupils in meeting their Early Learning Goals and the requirements of the Surrey Agreed Syllabus, the children engage in specific planned activities and teaching as well as unplanned opportunities through child-initiated play, circle times and everyday routines.

KS1 and KS2

The aims of RE in KS1 and KS2 are:

- To understand the nature, role and influence of religion in the world
- To pursue a personal quest for meaning, purpose and value
- To formulate reasoned opinions/arguments

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (DFE circular 1/94 paragraph 32).



The Contribution of Religious Education to Other Subjects

Religious education is taught as far as possible in a cross curricular way, using drama, art, music as well as more traditional approaches such as writing and drawing. Discussion is a huge part of RE at St Mary's, incorporating all points of view and an appreciation of other people's beliefs and way of life is actively encouraged.

Visits to St Mary's Church are arranged to celebrate Christian festivals throughout the year, including Christmas, Easter and Harvest. Trips to other places of worship are also incorporated within curriculum. These trips can be done virtually or non-virtually. Visits from the Rector and RE based assemblies are a regular occurrence.

Assessment and Recording

Teachers assess children's work by making informal judgements as they observe them during lessons. Pupils can record their work in a variety of ways either in their RE books as written work or drawing, role play, discussions or the use of ICT. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors. However, much of the work is oral and ongoing teacher assessment is the best guide to progress.

The Religious Education subject leader is responsible for monitoring standards. She / he also supports colleagues in the teaching of Religious Education, keeps up to date with current developments in the subject, and provides a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject and addresses areas for further improvement. She / he has release time in which to fulfil this role by reviewing samples of children's work, talking to pupils, leading professional development and monitoring planning.

Responsibilities for RE in School

The subject leader is responsible for overseeing the teaching and learning of religious education in the school.

The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such
- Supporting and clarifying approach to planning, delivery and assessment
- Monitoring the teaching and learning of RE through regular lesson observations, learning walks and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process

The Head Teacher and Governors make sure:

All pupils make progress in achieving the learning outcomes 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 effective and regular opportunities for CPD
- 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 make good progress



St. Mary's CofE Primary

'Learning for Life'

Right of Withdrawal

Legal Requirements

Religious Education must be provided for all registered pupils in full-time education except those withdrawn at their parents' request (DFE Circular 1/94, paragraphs 44 and Non-Statutory Guidance 2010 page 28)

Parents have the right to withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at St Mary's. We value the influence of each religion and worldview explored and their contribution to the education of all our pupils. We promote teaching in Religious Education that supports open enquiry and first-hand experiences where possible.

