

ST. ANDREW'S C. OF E. PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY



Growing and Learning Together with God

Approved by:	The Head Teacher	Date: Autumn 2024
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1. Purpose of the policy

This policy reflects the aims and values of St. Andrew's Cof E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject Vision

Our School Vision and Values

Our School Vision is based on the verse from 1 Corinthians 3 verse 8

“There is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done.”

1 Corinthians 3 verse 8 (Good News Bible)

St. Andrew's is rightly proud of its heritage and has been serving the children and families of Uxbridge since 1869. Right from the very beginning the school has had a Christian foundation, as a Church of England School, and this faith in God is still a central and vibrant aspect of the character of the school.

Christian values underpin the whole ethos of the school, belief in the God given potential of every child inspires all we do, and joyful worship helps to create a united, loving and confident community.

With this foundation of faith, we seek to serve the local community by offering high quality education to all our pupils.

3. Aims and Outcomes

Our curriculum aims to:

- Enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

- Enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- To enable all children to become religiously literate.
- Ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- 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 ask deep and meaningful questions
 - Ability to make connections within and across religions and world views.
 - Ability to reflect, respond and express their own opinions and beliefs.
 - Ability 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.
- Offer units of learning that:
 - Are rooted in theological concepts, strong subject knowledge and content.
 - Offer challenge and an in-depth exploration of religion/belief and practices.
 - Offer motivating, engaging and creative lessons for all children.
 - Provide opportunities for children to develop empathy towards people of similar or differing religious or world views to their own.
 - Progression of learning both in terms of knowledge and understanding and skills across the primary age range.
- Ensure the teaching of RE:
 - Supports and enhances the Christian vision of the school
 - Contributes significantly to the spiritual, moral, social and cultural development of children.
- Take note of the Religious Education Church of England Schools – Statement of Entitlement The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

As a Church of England school, this policy reflects the requirements of the 'Church of England Statement of Entitlement'.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

RE is a core subject and is taught every week. As a Church of England school it follows the 'Church of England Statement of Entitlement' that specifies that Church schools must be teaching RE for 5-10% of the curriculum. This amounts to at least KS1 – 1 hour and KS2 – 1 hour 10 minutes.

Pupils have a separate book for RE work in Year 1-6. In Early years and Year 1 they also have a whole class scrapbook to record practical whole class activities.

Planning

The school has a Religious Education overview that outlines the units taught in each year group over the year. The school follows the LDBS scheme of work. The scheme of work is 2/3 Christianity – See Appendix 1. In addition to the LDBS curriculum the school also teach some Godly play units.

LDBS Units of learning consist of either one of the following:

- Six weeks' worth of lessons (the majority of units)
- Four weeks' worth of lessons (Christmas and Easter units)
- 2 weeks' worth of lessons (exploring a key Christian concept)

All units begin with a mind map to show children's initial understanding which the pupils build on throughout their unit to show progress in their learning. Unit front cover sheets are stuck in their books at the start of a topic showing the Key questions and vocabulary covered.

RE Working walls are displayed in every classroom showing the Bog Questions for the unit. There are added to and used as a point of reference throughout the unit of learning.

All year groups have at least one visitor or RE Trip across the year. We make links with faith communities within the local area to support children's learning of different faiths.

Reception – Autumn 1 - Visit from Uxbridge Parish Clergy

Year 1 – Spring 2 – Trip to St Andrew's church (Easter)

Year 2 – Spring 1 – Trip to Jewish Synagogue / Summer 1 – Trip to Hillingdon Park Baptist Church

Year 3 – Spring 1 - Trip to Gurdwara

Year 4 – Summer 2 – Trip to Hindu Temple

Year 5 – Spring 1 – Buddhist Visitor in school

Year 6 – Autumn 1 – Trip to Central London Mosque / Regents Park

Resources

There is a varied selection of resources to support the RE curriculum. There are books, DVDs, poster packs and world faith artifacts are located in the RE cupboard which is outside the library. There are also extensive Godly Play resources in the cupboard outside Year 5.

Spiritual, Moral, Social and Cultural development

Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions.

Moral education in RE allows students to learn about shared and differing moral values from religious and secular perspectives. RE provides opportunities for students to debate moral dilemmas about right and wrong, good and bad, peace, etc. RE encourages students to discuss ideas such as people's responsibility towards to world and generations to come. In RE students are encouraged to make a personal response to right and wrong and to consider a range of responses to moral issues.

Social education in RE involves exploring the similarities and differences in religions and cultures though which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.

Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.

British values

Our Christian values of responsibility, honesty, empathy, resilience, self-control and equity, ensure that British Values are implicit and embedded in all that we do. This is part of our

long term plan to prepare our children for living in modern Britain where we value every individual person, whether child or adult. We actively promote equality and diversity. It also means that we will promote through discussion, respect for democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meeting with the subject leader
- Reports from the subject leader

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks including looking at the learning environment
- Book scrutinies
- RE Assessment is completed on a termly basis and analysed by the subject leader at the end of the year

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the subject leader. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy

- Assessment policy
- SEN policy and information report
- Equal opportunities policy