



St Mary's Church of England Primary School
Fowler Road, Islington, London N1 2EP

'Believe and Achieve'

Religious Education Policy

Policy Purpose

This policy is intended to promote consistently high quality teaching and learning in Religious Education this will enable children;

- 1) To develop an understanding of core Christian Values highlighted by the ethos of the school.
- 2) To have a knowledge of who Jesus is, why He came and how people come to have faith in Him and serve Him.
- 3) To develop their own spiritual knowledge and understanding and an awareness of spiritual and moral issues.
- 4) To develop the children's knowledge and understanding of the major world faiths and what it means to be committed to a religious tradition.
- 5) To encourage the children to have a sense of awe and wonder when they explore the natural world.
- 6) To reflect on their own experiences and to develop a personal response to the fundamental questions in life asked by people.
- 7) To have respect for others people's views and to celebrate the diversity in society.
- 8) To develop knowledge and understanding of Christianity and other major world religions and value systems.
- 9) To appreciate and value the ways that religion is conveyed in stories, myths, rituals, symbols, artefacts, art, music and drama.

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act that stipulates that RE is compulsory for all children.

The ERA allows parents to withdraw their child from RE classes if they so wish, with notice to the school governors.

Teaching and learning

Our teaching of RE enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage the children to reflect on their own views in relation to the themes covered in the curriculum.

We use children's experiences of religious festivals and celebrations to develop their religious thinking; for example, Easter, Diwali, Hannukah and Eid. These festivals are included in our assembly themes and may involve contributions from people of other faiths.

Our school is inclusive and this is reflective of Gospel values. The children learn about other faiths and celebrate the diversity of where they live. At the same time they will learn that they are part of a worshipping community. For this reason, the programme of study is distinctively Anglican.

- All children are taught RE as a timetabled lesson.

- RE should permeate through many curriculum areas and not be confined to the weekly lesson; for example, topic work or literacy.
- The PSHE Scheme of work, including the SEAL programme, provides the opportunity for the teaching and discussion of moral beliefs that underpin individual choice of behaviour and may be guided by a particular religion or faith.

Through teaching RE we provide opportunities for spiritual development. We help the children to recognise the difference between right and wrong through the study of moral and ethical questions. Children explore issues of religious faith and values, and in doing so, they develop their knowledge and understanding of the cultural content of their own lives.

At St. Mary's we will be following the programme of study outlined in the London Diocesan Board for School's new Scheme of Work 'Every Child Matters to God'. Listed below are the main learning concepts for each class. Each concept studied has a Christian focus, whilst including related stories/traditions and beliefs from other faiths.

- **Reception** – Personal Growth, Sacred text, Nativity, Worship, Praise, Sharing, Prayer and Celebration.
- **Year 1** – Creation, God, Incarnation, Jesus, Easter, Journeys, Discipline, Gospel.
- **Year 2** – Church, Ceremony, Belonging, Community, Worship, Celebration, Creation.
- **Year 3** – Sacred Texts, Wisdom, Faith, Identity, Temptation, Salvation, Change
- **Year 4** – Vulnerability, Loneliness, Hope, Purpose, Worship, Disciple, Identity, Belief, Community.
- **Year 5** – Conservation, Creation, Stewardship, Commitment, Hope, Tradition, Myth, Interpretation, Journey, Authority, Faith.
- **Year 6** – Sacraments, Rites of Passage, Encounter, Destiny

We have regular visits to St. Mary's, St. Stephen's and St. James' church to celebrate key festivals and events through collective worship. The clergy and church members are considered a valued resource for the school in Collective Worship and they are positive role models for the children. They are, at times, involved in lessons, as a support to teachers and as a lead in topics relating to the Anglican Church; eg Baptism.

Each class has the opportunity to go on an RE related visit during the year. This may be a visit to a place of worship, an exhibition or museum. These visits are part of the Curriculum and it is the school's expectation that they are attended by all children in the class.

Assessment, recording and planning

- We assess children's work by making informal judgements as we observe the children in lessons, by marking work.
- Children complete an assessment task at the end of each unit.
- Children are assessed by National Curriculum guidelines and given a level for both RE attainment targets at the end of each academic year. (Learning about Religion/Learning from Religion.)
- Evidence is gathered and recorded relating the children's ability to achieve the 'I can.....' statements that form the basis of the new Scheme of Work's assessment approach. This may be from work in their books, or contributions made in the lesson through discussion. This gives the teacher a very clear picture of what the children have achieved over the year and can be passed onto the next teacher for future planning purposes.

- The RE co-ordinator monitors children's progress at the end of each year and reports on the findings for the End of Year Report.
- In years 1-6, each child has a designated RE book.
- In Reception each child contributes to a class 'big book' for each topic.
- Teachers complete mid term plans based on the 'Every Child Matters to God' scheme of work.

Resources

Resources are kept in a central store area in boxes relating to different faiths. This includes collections of artefacts/ posters etc.

The school uses the excellent resources provide by the Islington Library Loan Service to support the curriculum. Each class is required to display items/books related to their current work in their classrooms and displays are a regular feature. There is a good selection of RE related books in the school library. Teachers use a variety of internet sources and computer software to support individual research and provide excellent visual material.

Monitoring and Reviewing

- Monitoring of RE is the responsibility of the head teacher and link governor supported by the subject leader. A member of staff is designated as the RE subject leader to support class teachers and to help improve the overall quality, continuity and progression of RE teaching in the school.
- Is there a clear direction for RE in the school?
- Are staff supported in their professional development of RE?
- Does monitoring of plans and children's books show effective use of ICT, art, cross curricular links?
- Does monitoring of lessons by the subject leader and SLT show good or better practice?
- Is the school on task for achieving targets in the School Improvement Plan?
- Are the Governors well informed through subject leader reports?
- Are classrooms reflecting learning and creating enthusiasm for the subject?