

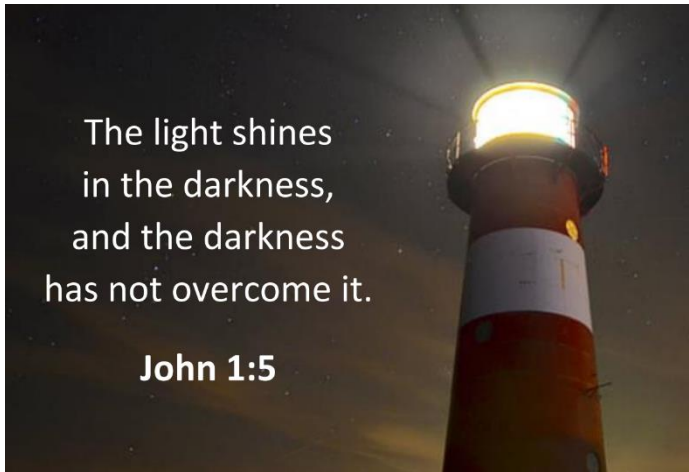


We are a **'Light in the darkness'**, living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.

Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork

Religious Education Policy

Our Vision



*"We are a **'Light in the darkness'**, living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential"*

Our Values

At St. John's Meads CE Primary School, our values permeate all areas of school life and are reflected by the Academy's Christian Values:

Love 

Independence 

Generosity 

Honesty 

Teamwork 



We are a **'Light in the darkness'**, living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork

Introduction

St. John's CE Meads School is a church school and through our Collective Worship and R.E. is committed to celebrating all faiths and customs and to develop and educate our children in a Christian environment.

Our mission statement clearly states that religious knowledge should be taught alongside elements of personal and social development. By combining the two, we believe that the balance between knowledge of Christianity and an understanding of its ethics will help develop children in all areas, helping them to become reflective, responsible and caring members of the school and wider community.

We also believe that Religious Education provides an opportunity to celebrate and foster awareness of the differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the East Sussex Agreed Diocese Syllabus which states:

'This Guidance on the teaching of Religious Education in Church of England schools is based on two key principles: firstly, that the RE in a church school should be of the highest standard, always striving for excellence; and secondly that it should reflect the school's distinctive Christian character'.

The Legal Requirements are:

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Headteacher.

We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class is learning.

Intent:

Our intent reflects the Diocese wish that RE in Church schools will enable pupils to:

- Think theologically and explore the great questions of life and death, meaning and purpose;
- Reflect critically on the truth claims of Christian belief;
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society;



We are a 'Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.

Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork

- Develop the skills to handle the Bible text;
- Recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- Respond in terms of beliefs, commitments and ways of living;
- Develop a sense of themselves as significant, unique and precious;
- Experience the breadth and variety of the Christian community;
- Engage in thoughtful dialogue with other faiths and traditions;
- Become active citizens, serving their neighbour;
- Find a reason for hope in a troubled world;
- Understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

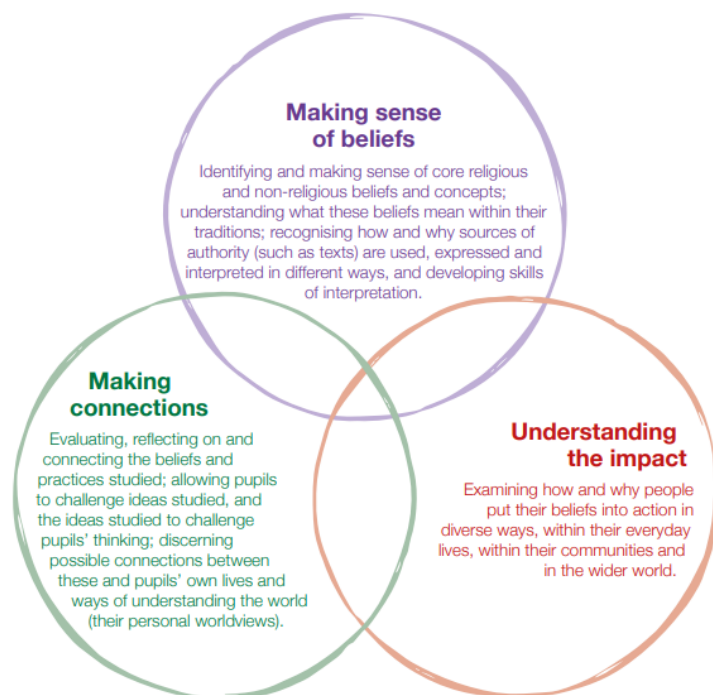
We also believe that RE:

- Prepares pupils for the opportunities, responsibilities and experiences of life.
- Promotes the spiritual, moral and mental development of pupils in the school and in society.

Implementation through Teaching and Learning

Planning for Religious Education is based on the East Sussex Agreed Syllabus as advised by the Diocese of Chichester and the division of the three Attainment Targets:

- Making sense of belief
- Making connections
- Understanding the impact



Two schemes of work are used to fulfil the curriculum, Understanding Christianity is used for the Christian units whereas RE Today is used for all the other religion units.



We are a 'Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork

Inclusion and differentiation for children with SEN and EAL are considered in our planning and teaching as they are in all areas of the curriculum. Using Widgeo online for resources which link words to images is also used. Within the teaching of RE, we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship.

Environment

It is our intention that the environment of our school reflects our mission statement and that we are providing a caring, well-ordered and stimulating environment that reflects our Christian beliefs. Work is displayed in a variety of ways throughout the school. Each classroom has a prayer area, where bibles, candles, artefacts and pictures are all used to enhance our Christian faith. Children can select books from the school library that are linked to different religions and take time to pray and reflect in their prayer spaces.

Through RE, children can develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school's S.M.S.C programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.



We are a 'Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.

Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork



Impact: Recording, Marking, Assessment and Reporting

The children record their work in various ways and evidence is kept in the pupil workbooks or floor books throughout each key stage.

Work can be in written or pictorial form or verbal discussions and teachers use this as evidence of understanding and achievement. RE is enquiry-based learning. Therefore, the children spend the first lesson answering four key questions which will be taught during the unit. At the end of the unit, they will answer the same questions, and this will show the teacher the progress that has been made. Each topic will have a main enquiry question, with each session broken down into smaller questions to investigate. At the beginning of each lesson the children will have three oral questions to answer: the first is linked to a unit at the beginning of the year, the second the previous unit and finally a question linked to the previous lesson.

Marking: the teacher will mark each piece of work and acknowledge the effort put in. They will pick up any spellings which are part of the key vocabulary for the unit.

Knowledge organisers (KO) will be created for each unit. A basic KO will include the Big question for the unit along with technical vocabulary for the unit (this will be on the child version). A KO for the staff will also include the core knowledge for the unit taken from Understanding Christianity or RE Today depending on the religion being studied. Finally, there will be curriculum link ideas to other religions and other curriculum subjects.

Teachers will revisit the skills the children have learnt throughout the topic in the lesson.

Throughout the unit, teachers mark using the schools agreed marking policy and feedback is given either verbally or in written form.

Summative assessment is recorded and tracked on 'Insight'.

Teachers report to the parents annually in accordance with our assessment policy and parents are given the opportunity to discuss progress in RE formally twice a year.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with the Head.

The RE subject leader is also the Worship lead and, together with the Headteacher, works closely with the local church, St. John's.

The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary.