St Peter's
CE Primary & Nursery School
Dream • Believe • Achieve • Flourish

Reflecting God's love for us all, we strive to shine like a light in the world; empowering each and every unique person to
dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do.' (Matthew 5:16)

RELIGIOUS EDUCATION POLICY SPRING 2024

Reviewed by: K Grove, Spring 2024

Date of next review: September 2026

School Vision At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Feb 2019), see link below:

http://smartfile.s3.amazonaws.com/d57a4d93b010f2ac6f24bc8cee2d789e/uploads/2019/02/NEW-RE-Statementhttp://smartfile.s3.amazonaws.com/d57a4d93b010f2ac6f24bc8cee2d789e/uploads/2019/02/NEW-RE-Statement-of-Entitlement-for-Church-schools.pdfofEntitlement-for-Church-schools.pdf

Christianity will, therefore, be at least 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

RE Curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988),** which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. St. Peter's is a controlled Church of England Primary School and follows the 2019 Shropshire Agreed Syllabus for Religious Education. We teach Christian the core Christian concepts through 'Understanding Christianity, and also incorporate ideas from the Nonstatutory Framework for RE from the DCSF.

Time allocation

In line with The Shropshire Agreed Syllabus, R.E. teaching at our school follows these time allocations: FS – 25 / 30 hours in each year
Y1/2 - 25 / 30 hours in each year
Y3/4 - 35 hours in each year
Y5/6 - 35 hours in each year
This approximately equates to 1 x 45 minute session a week in KS1 and 1 x 1hour session in KS2

Aims

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- To enable all pupils to develop knowledge and understanding of other major world religions and world views, both religious and non-religious, and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion, belief and word views, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives

- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Curriculum Planning in Religious Education

We plan our religious education curriculum in accordance with the Shropshire Agreed Syllabus, the Non-statutory Framework for R.E. and the Diocesan Guidelines for R.E. We also use the Understanding Christianity resource across the whole school and ensure that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. Children learn about three non-Christian faiths during their time at St Peter's. To ensure depth of knowledge and understanding, the children learn about aspects of these faiths in two different year groups, once in KS1 and again in KS2.

Links with other curriculum areas

Character Education (Personal, Social and Health Education (PSHE) and Citizenship)
Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society.

Spiritual, Moral, Social and Cultural Development
In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society.
Cultural	aiding pupils in exploring aspects of their own cultural heritage and developing positive attitudes towards diversity.

Through religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life and we foster an environment for children to explore feelings of Awe and Wonder. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives

Ambitious curriculum for all
SEND/Disadvantaged children will have full access to the RE curriculum by maintaining an inclusive learning environment with predictable storage systems and resources that are:
· accessible, e.g. within reach

· labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.

We recognise that the language of RE may be challenging for many pupils, eg:

· language used in religious texts may be difficult to understand and will need to be explained

· some vocabulary can have different meanings in different contexts, and

· metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.

We plan to teach new vocabulary explicitly at the start of a new topic and make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. We are also aware that it may be necessary to present the same information in a range of different ways to aid understanding.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader Kay Grove is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

Assessment for Learning

Children demonstrate their ability in R.E. through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older children might take part in hot-seating and other drama-based activities. Children are encouraged to make judgements about how they might improve their work in the future. Teachers complete an R.E. skills assessment sheet at the end of each half termly theme. Teachers also continually assess the children in their class against learning objectives for each theme.

Right to withdrawal - see appendix At St Peter's School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher / Principal who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents' beliefs and values.