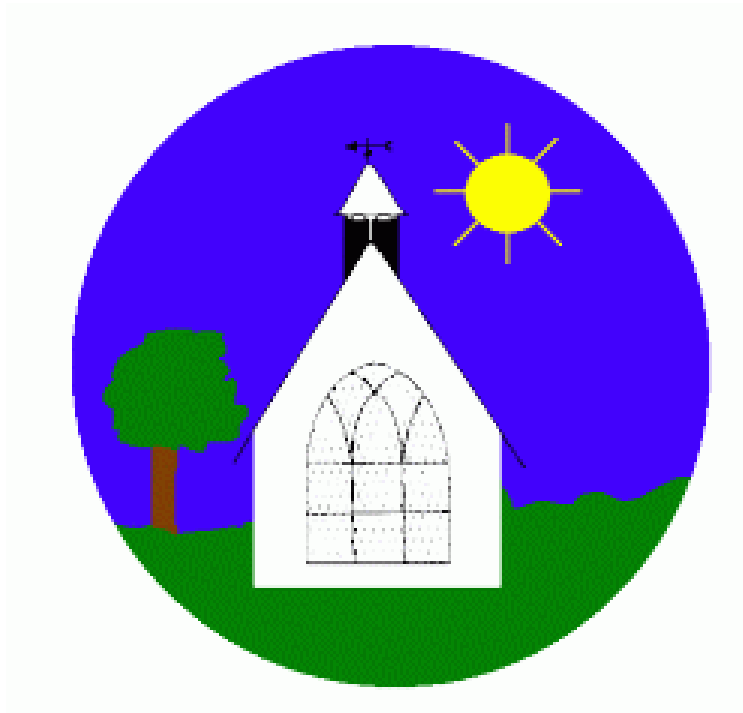


Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

Policy for Religious Education

Date of review:
Date of next review:
Responsibility:
Classification:

May 2023
May 2024
Full Governing Body
Public

St. Michael's Woolmer Green C of E (VA) Primary School

Shine as Lights in the World

Rationale

St Michael's Woolmer Green is a Church of England Voluntary Aided School and our Christian ethos lies at the heart of the school. We acknowledge our trust deed and therefore believe Religious Education should have high priority and status within our school. The Ethos team, which includes foundation governors, teachers and the headteacher, ensure the school upholds the Trust Deed and promotes strong links between the church, the school and the local community which reflects the distinctive Christian character of the school.

As a school we follow the objectives in Understanding Christianity and Identities, Meanings and Values which is the agreed RE syllabus for Bedfordshire and Luton.

Aims of Religious Education

At St. Michael's, the teaching of RE reflects and reinforces the school's vision and ethos.

At St. Michael's, our aims for RE are to:

- Adopt an enquiry-based approach as recommended by Ofsted, using big questions as unit focuses.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on Our Vision, 'Shine as Lights in the World.'

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Legal Framework At St Michael's

Our curriculum for RE meets the requirement of the 1988 Reform Act, which stipulates that RE is compulsory for all children including those in EYFS who less than five years are old.

At St. Michael's, parents have the legal right to withdraw their children from religious education lessons. However, we believe RE is central to the life of the school, so we would ask parents to discuss with the Headteacher any reasons for doing this.

Curriculum

The RE curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. As a Voluntary Aided Church of England school, the RE syllabus for Bedfordshire and Luton for RE, is our statutory document. Our RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and takes account of the teachings and practices of other major religions, including Islam, Judaism and Hinduism.

Teaching and Learning

As with all subjects, we use a variety of teaching styles in order to be fully inclusive. We believe high quality teaching in RE allows children both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. The use of art, drama, music, story artefacts, discussion and questioning are all vehicles for effective teaching and learning in RE.

Christianity is the major religion studied in our school.

At least two thirds of our RE teaching will be about Christianity. As a school we use the resource 'Understanding Christianity'. This scheme encourages knowledge-based teaching and learning which promotes critical and evaluative thinking and personal spiritual development.

The scheme is based on and builds upon seven Biblical concepts; God, Salvation, Incarnation, Kingdom of God, Creation, Gospel and the Fall. We believe it is important to draw on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in a worldwide forms.

- Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. This insight into the world in which they are growing up which aid them to appreciate different faiths and encourage a deeper understanding of their own beliefs and practices. In order to achieve this we use the Bedfordshire recommended scheme to aid the planning and provision to teach other faiths within the school.
- In addition to the RE whole school scheme, additional lessons and RE theme days are planned during the year. These lessons and days provide rich and diverse experiences for pupils and staff to experience.
- A range of visitors and specialists will be invited to support the teaching of RE and opportunities to visit places of worship are planned when appropriate.

In EYFS, RE is taught discreetly but is also links into Personal, Social and Emotional Development, Knowledge and Understanding of the World, Communication, Language and Literacy and Creative Development.

Planning

We ensure that the concepts covered in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge, ensuring planned progression is built into the whole school plan which offers children increasing challenge as they move through the school. Curriculum planning in RE is as follows:

- The long-term whole school plan is reviewed annually. This shows units of work from 'Understanding Christianity' and the Bedfordshire agreed syllabus.
- The medium-term plans outline the key question for the term and include planned progression and outcomes week by week.
- The short-term plan identifies the specific learning objectives and activities for each lesson.

In order to deliver the aims and expected standards of the syllabus effectively the recommendation is a minimum allocation of 5% of curriculum time for RE. At St. Michael's we ensure we are in line with these guidelines.

Assessment and Reporting

- Pupil progress and attainment in RE is tracked and recorded termly by teachers. This data will be regularly reviewed by the RE lead and Headteacher to ensure there is consistency across the school and reflects the other core subjects. The assessment is also communicated to new class teachers at the end of each academic year.
- RE progress and attainment will form part of pupils' annual report to parents.
- Ongoing and informal assessments are made during a lesson. We mark pupils' work on the basis of the learning objective and make comments as necessary.
- The teaching and learning of RE will be reviewed regularly by the Headteacher, the RE subject leader and Ethos Committee by monitoring lessons, file scrutiny, questionnaires, and pupil voice questioning. This practice will ensure high quality RE is being taught throughout the school. Strengths and areas for development will be highlighted and recorded in an impact report and regularly reviewed.
- The RE lead will ensure staff receive regular training and updates on subject developments through dedicated staff meeting time.

Resources

As a school we have a range of resources to support the RE teaching throughout the school. These include: artefacts, books, visitors, video clips.

These are regularly reviewed and audited by the RE Subject Leader who monitors the spending of the annual budget.

Provision, Monitoring and Review

The teaching and learning of RE will be reviewed regularly by the Headteacher, RE Lead and Ethos Committee.