

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')

Stepney Greencoat

Church of England Primary School



Religious Education Policy

	By	Date
Policy Created	Emily Wright & Sharon Smith	September 2019
Policy Approved	Governing Body	
Policy Renewal Date		
Reviewed by	Robert Scott	

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Learning: Religious Education is a core subject in our school which we carefully plan, deliver and assess to allow each child to reach their full learning potential.

Together: The words of Robert Runcie are very significant with regard to the position of Church of England schools: "A Church school nourishes Christians in their faith, encourages those of other faiths and challenges those with no faith." We are blessed that we serve such a diverse community of children and families and Religious Education is a key way in which we promote our values of respect, friendship and love towards one another.

Life: Through our teaching of Religious Education we encourage children to look outwards to the lives of others, and inwards to their own lives. We hope that this shape our children for their future lives to become reflective, respectful and tolerant citizens of the multi-faith world they live in.

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Aims

The following aims are taken from the LDBS scheme of work, as our main priorities:

- To teach the children about Christianity and other major world faiths, and to foster an understanding of and sensitivity towards those with religious beliefs different from one's own
- To foster spiritual awareness by developing a sense of awe, wonder, mystery, joy and sorrow at the created world
- To develop the ability to think about the questions of belief and value
- Children have the opportunities to learn about and learn from religion

Legal framework

It is a legal requirement that Religious Education be taught to all pupils.

In our school the Governing Body is responsible for the syllabus for Religious Education. The Head teacher and staff work with and under the direction of the Governors. It is the Governors' responsibility to ensure that Religious Education is provided for all pupils in accordance with the Trust Deeds of our school.

Religious Education and the school curriculum

Religious Education is a core subject in our school curriculum. It is an academic subject. In law, Religious Education is a fundamental entitlement of all pupils and should therefore be given its place as part of the basic curriculum.

Time allocation of Religious Education

The time allocated to the teaching of Religious Education is reflective of the Church of England Statement of Entitlement Document.

Religious Education and Worship are separate areas of the curriculum. When planning for the curriculum, worship cannot be regarded as Religious Education time; in our school we do not include worship time as part of the Religious Education allocation.

Scheme of work

The school uses the LDBS scheme of work for Religious Education. This means that our Religious Education Teaching covers two thirds Christianity and one third other World Faiths. This is mapped into an annual teaching cycle for each year group. The Religious Education subject leader is responsible for reviewing and updating this teaching cycle on an annual basis.

Each class teacher has a copy of their units of Religious Education. These can also be directly downloaded from the LDBS website. Additional resources to support planning, teaching and learning are located in topic resource boxes. Teachers also receive additional resources from the School Library Service (SLS) to enhance their Religious Education lessons.

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Teaching of Religious Education

Religious Education is taught in a weekly lesson which is planned to enable children to learn about religion (AT1) and to learn from religion (AT2).

Religious Education, as a core subject, is always taught by a member of Stepney Greencoat staff. All new staff are made clear as to the Christian foundation of our school and that when becoming part of a Church of England school, they must uphold the Christian vision and of the school, and implement the Religious Education and Worship policies.

Support for the planning, teaching and delivery of Religious Education for teachers is provided by the Religious Education subject leader and through LDBS. Regular staff training is planned throughout the year to enable staff to grow in understanding and confidence in teaching Religious Education.

Within each lesson children should be helped to gain confidence in asking questions, seeking answers and reflecting on their own experiences – this is facilitated by each lesson having a key question which is shared with the class. This promotes opportunities for children to be reflective, respectful and spiritual.

Each religion covered in Religious Education lessons has a topic box. Each box contains artefacts, photographs and helpful activities to deliver the curriculum.

Each classroom also has an Religious Education reflection area which displays a bible, a candle, a cross and a prayer book containing prayers written by the children and staff in the class.

Each classroom also has a Religious Education display which supports and celebrates children's learning and encourages children to share, in written form, their responses to big questions.

Religious Education is differentiated according to the age, year group and ability of the individual child.

Teachers plan to ensure that Religious Education lessons are interactive and engaging, including a variety of ways to interest children in the topic, for example through;

- Stories
- Questions
- Books, artefacts and photographs
- Visits to special places of worship
- Visiting speakers
- Drama and role play
- Music
- Art and Design Technology

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Assessing Religious Education

As a core subject, Religious Education is marked in line with other core subjects with next steps or a question given (differentiated for the different abilities in the class). Time at the beginning of the next lesson is always set aside for children to respond. The quality of children's work and the presentation of their work in Religious Education is expected to be of a high standard in line with expectations in literacy.

At the end of each unit of Religious Education children are assessed. This is done through professional teacher judgement based on the work in pupils' books, the comments made (and recorded) by children throughout the unit, an end of unit knowledge quiz and the LDBS assessment grids.

Teacher judgements are moderated by the Religious Education subject leader and a Senior Leader.

Each child will be assessed to be working at the expected standard, working towards the expected standard, working below the expected standard or working at greater depth. These judgements are recorded on the Religious Education attainment profiles and on the Religious Education tracker.

Religious Education data is shared with members of the Standards and Curriculum committee of the Governing Body on a termly basis.

This information is also shared with parents at consultation evenings and in annual reports to parents.