



St Mary's Hampton

Church of England Primary School

Religious Education Policy

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Signed:

(Headteacher)

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1 INTRODUCTION

Religious Education at St Mary's Hampton is a core subject that lies at the heart of our Christian vision of "Flourishing through faith, hope and love". Through high-quality RE, pupils develop religious literacy, theological understanding, spiritual awareness and respect for diverse worldviews. RE equips pupils to engage thoughtfully with life's big questions and prepares them to flourish in a diverse and changing world.

It enables children to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires children to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Rather it aims to educate, inform and equip our children to make choices for themselves and to invite them to develop their own spirituality.

2 AIMS

At St Mary's Hampton Primary School RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Religious Education is a core subject which makes a significant contribution to the lived expression of our vision, '*In Faith we Trust, In Hope we Dream, In Love we flourish*'. Through RE, pupils are enabled to explore life's big questions, understand Christian beliefs and values, and develop respect for diverse worldviews, enabling all members of our community to flourish.

Specifically, RE aims to enable children of all abilities and stages of development:

1. to develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning;
2. to develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain;
3. to understand how belief may impact on culture, relationships, values and lifestyle;
4. to understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings;
5. to develop spiritually, morally, culturally and socially, by helping them to reflect upon personal feelings, responses and relationships;
6. to explore ways in which religious values and teaching have an impact on actions and decisions for people of faith;
7. to be supported in their own search for meaning and purpose in life;
8. to develop a sense of awe, wonder and mystery;
9. to explore concepts of love, forgiveness and sacrifice;
10. to develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis and

11. to develop attitudes of respect, sensitivity, open mindedness and self-esteem.
12. to engage with a range of religious and non-religious worldviews, helping them understand how beliefs and values shape individual identity, communities and society.
13. encourages pupils to ask challenging questions, evaluate differing viewpoints, engage respectfully in discussion and develop informed responses to religious, philosophical and ethical issues.
14. to contribute significantly to pupils' spiritual development by providing opportunities for reflection, questioning, wonder, creativity and engagement with experiences beyond the everyday.

3 LEGAL FRAMEWORK

As a free school founded by St Mary's Church Hampton the governors determine the RE policy and syllabus in consultation with the headteacher, teaching staff and diocesan adviser. At St Mary's we use the agreed diocesan syllabus. The London Diocesan Board for Schools is a member of our Trust.

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of our primary school we ask parents to discuss with the headteacher any reasons they might have for doing this.

4 TEACHING AND LEARNING

The scheme of work for RE is the Diocesan scheme of work. Assessment maintains a balance between the two attainment targets:

- Learning about Religions
- Learning from Religions.

There will be clear learning outcomes for all units of work, based on the appropriate expectations / levels as set out in the RE syllabus. Curriculum planning follows four core principles at St Mary's: **Enquiry, Possibility, Diversity and Spirituality.**

Themes open with a key 'Big Question' which enables the children to evaluate what they already know on a given topic, and what they wish to find out, and – with the skilled intervention of the teacher, this leads into the detailed medium term planning. A range of teaching and learning activities will ensure that children learn effectively and with interest. Meaningful links with other subject areas will be made in curriculum planning and in response to children's interests as they lead their learning.

The scheme of work ensures that there is continuity and progression for children. As outlined above, where possible links are maintained with other curriculum areas and learning themes, though discrete teaching of the RE scheme of work is prioritised each week.

Each child's progress and attainment in RE will be tracked and recorded termly and the school will keep an up to date portfolio of evidence to support assessment data. Progress in RE will form part of children's annual report to parents. Children are taught to self-evaluate their work as part of our feedback and marking policy from an early age.

A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.

In our school the faiths taught in RE at KS1 are Christianity, Judaism and Islam. KS2 deepens the learning about these faiths, increasing what children can learn about and from their study of these. In addition, units of work extend to Buddhism and Sikhism.

Pupils will develop theological literacy through the exploration of key Christian concepts such as God, Creation, Incarnation, Salvation, Gospel and Kingdom of God. They will learn to make connections between beliefs, practices and lived experiences.

RE will be given at least 5% of curriculum time i.e. at least 1 hour per week across the school.

5 SUBJECT LEADERSHIP

The RE subject leader will support and monitor the subject and will receive an adequate budget to do this. The subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training. The school has a strong partnership with London Diocesan Board for Schools (LDBS) and purchases a training and support package each year for this purpose. Staff receive adequate training in the teaching and assessment of RE.

The RE subject leader will regularly monitor the quality of RE teaching across the school. External validation and verification is sought in partnership working with the Diocesan adviser and also with RE leaders from neighbouring Church schools.

The RE subject leader will liaise with the governing board, reporting on progress and attainment in RE. The school plans and assesses separately within RE as well as within the EYFS curriculum framework of "Knowledge and understanding".

The headteacher ensures that the principles set out in the National Society's Statement of Entitlement for RE is implemented.

6 ASSESSMENT AND REPORTING

Assessment takes place at the end of a unit of work. Opportunities for assessing both attainment targets are identified within the medium-term planning. Staff are trained to identify other opportunities within cross curricular work and staff training for teaching assistants to aid with this process is ongoing. We use the LDBS matrices to track attainment and progress.

Feedback is shared with the RE leader following the termly assessments, and in the annual written report to parents (summer term).

Monitoring activities may include lesson visits, pupil voice, work scrutiny, planning reviews and analysis of assessment information. Findings will inform school improvement priorities and professional development.

7 SEND AND ACCESSIBILITY

The inclusive nature of our school means that all children are enabled to access the RE curriculum. Staff are trained to differentiate and support all children with their learning methods to maximise the child's progress and attainment. The SEND code of practice determines the school's SEND policy, and RE teaching follows this policy. Provision and any adaptation is made for all children to access Curriculum visits and special occasions / workshops, with necessary risk assessments undertaken and overseen by the health and safety officer and headteacher.