



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

RELIGIOUS EDUCATION POLICY

Date of issue	February 2018
---------------	---------------

*To nurture and inspire our children to develop a love of learning in a supportive
Christian community and become the best they can be*

Contents

Introduction/Legal Position

Aims

Objectives

Planning and Delivery

Reporting and Assessment

Assessment of Spiritual Development

Assessment of Moral Development

Monitoring and Evaluation

The Role of the RE Leader

Resources

Equal Opportunities

Health and Safety

Right to Withdrawal

Home/ School/ Community Links

Policy Review/Ratification

Introduction/Legal Position

St. Michael's is a Voluntary Aided Church of England Primary School which, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case devised by the LDBS – 'Every Child Matters to God,' according to guidelines set out by the Diocese of London and the SACRE). We must stress that it is compulsory to include R.E. in the curriculum and that it carries the same status and importance and is taught to the same high standards as any other subject.

Aims

This policy aims to establish a clear and workable framework for the teaching and learning of RE and social interaction throughout the school, and guidelines for continuity and progression in the subject from Nursery to year 6 and across cultural and intellectual differences.

We aim:-

- To underpin the Christian ethos of our School, the R.E. Syllabus encourages our children to develop their own beliefs, values and attitudes using their own experiences;
- To celebrate the uniqueness of each child and seek to encourage individual creative responses through our age-related Schemes of Work;
- To seek to promote the spiritual, moral, social and cultural development of our pupils;
- To promote understanding and awareness of other world faiths;
- To encourage caring, thoughtful and respectful relationships;
- To provide a supportive environment where children can develop self-confidence, self-discipline and a sense of responsibility.

Objectives

The objectives of the R.E. syllabus are that it should enable children to:

- a) acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be

- b) develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- c) develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the religions in question.
- d) enhance their spiritual, cultural, moral and social development by:
 - Developing the awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in the light of their study.
- e) developing respect for other people's rights to hold different beliefs.
- f) developing a positive attitude to living in a society of diverse religions.

Planning and Delivery

RE is a timetabled subject, which is allotted one hour per week from Reception to Year 2 and 1¼ hours Y3 -Y6. It is taught as a discrete and cross-curricular subject as a whole class activity with children working as individuals or in groups. Planning is based on the LDBS scheme which provides a mixture of AT1 "Learning about Religion" and AT2 "Learning from Religion". While striving to maintain a balance between the two, the emphasis at St. Michael's, Highgate is on "learning from religion".

Reporting and Assessment

Assessment is regarded as an integral part of teaching and learning. It is a continuous process which informs planning. The principles for assessment for learning will support the assessment process; clear learning outcomes, specific high level questioning to assess understanding, evaluative marking and observations of children at work.

Self-assessment is to be done either with peer discussions, or working in small groups with an adult. Learning objectives will be clear in each lesson, enabling children to assess if they have met the learning criteria. (see marking policy and Bloom's questioning guidance)

Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- becoming aware of and reflecting on experience
- questioning and exploring the meaning of experience
- understanding and evaluating a range of possible responses and interpretations
- developing personal views and insights and a grasp of the intangible
- applying the insights gained with increasing degrees of perception to one's own life
- acquiring a sense of empathy with others, concern and compassion.
- development is best seen through pupil's relationships and conversations with others

Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

The children's knowledge of the subject will be assessed as follows:

- a. Formative assessment which takes the form of observation notes on the basis of attitude, concentration, response, absorption and recall of facts. A part of this will be diagnostic assessment which takes the form of marking written, drawn or other recorded work and monitoring answers to specific questions in order to inform planning.
- b. Summative assessment which takes the form of comparing the overall achievements of individual pupils with established criteria in order to make a verbal or written report of their achievements for parents and for school records. Records of children's attainment in RE are cumulative and are passed on to the next teacher at the end of the school year.

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be

- Assessments are made at the end of each half term according to LDBS approved assessment criteria.
- Parents/carers are informed of their child's progress in each pupil's annual report in the Summer Term.

Monitoring and Evaluation

The Subject Leader has responsibility for:-

- implementing the R.E. Policy and the Scheme of Work;
- the guidance and support of teachers in this subject and in their contribution to Collective Worship, SMSC and to the teaching and promotion of Citizenship.
- ensure that staff are continually aware of new developments in this subject, and disseminate any relevant information to colleagues.
- monitoring the effectiveness of the planning and the quality of teaching and learning in R. E.
- monitoring and organising School resources;
- monitor the children's progress and Standards of Attainment in R.E.;
- maintaining regular contact with the Diocese and attending Subject Leader courses and R.E. cluster meetings
- liaise and feedback to our R.E. Governor

The Role of the RE Leader

The RE Leader is responsible for:

- Writing and updating the RE policy and for monitoring the development of the subject throughout the school liaising with SLT.
- The guidance and support of teachers in this subject and in their contribution to Collective Worship and to the teaching and promotion of Citizenship.
- Monitoring the effectiveness of the planning and delivery of the R.E. curriculum.
- Collecting, storing and monitoring artefacts and other resources to ensure that there are sufficient, age appropriate visual aids for the effective teaching and learning of R.E.
- Ensuring that staff are continually aware of new developments in this subject, and disseminating any relevant information to colleagues.

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be

- Updating the school SIAMS Self-Evaluation Model Document in conjunction with Teachers, SLT and governors.

Resources

The resources are stored in the RE cupboard in the teacher's workroom. A full list of resources is available in the RE subject leader file.

Equal Opportunities

We believe that all children irrespective of race, cultural background, physical, mental and emotional ability or gender are equal in God's sight and should be offered equal access to the RE curriculum (see Mission Statement).

All staff are expected to follow the principles of the Equal Opportunities Policy which aims to ensure that all children be given the opportunity to reach their full potential.

Children with Special Educational Needs will work on the same content but may work in smaller groups or with a designated adult and there will be differentiation by understanding and outcome as appropriate.

Health and Safety

In class based lessons health and safety regulations apply as in any other subject.

Right to Withdraw

The 1944, 1988 and 1993 Education Acts established the parents' rights to withdraw their children from Collective Worship if they wish. Parents may also withdraw their child from R.E. provided they give written notification to the school, and teachers can exercise their right to withdraw from teaching the subject. However, given that our parents and teachers have opted to belong to a Church of England school, we hope that all will feel comfortable with the curriculum we offer.

Home/ School/ Community Links

Effective, sustained contact between home, school and the local community is vital to the development of any child. Parents and other

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be

adults in the local community can be a valuable source of information and skills that can extend the work of the classroom into the locality.

At St. Michael's we have strong links with the local clergy who assist in planning and lead our collective worship.

The children visit the Church both in class groups as part of the R.E. curriculum and as a School for regular acts of collective worship.

Local mosques, temples and synagogues are visited as set down in the curriculum, and are welcomed. Speakers are also welcomed into our school as a further source of information and as appropriate to RE and collective worship themes.

The children regularly collect for and contribute to local and national charities, and the school fosters links with the local elderly community.

Policy Review/Ratification

This Policy has been approved by the Governing Body and will be reviewed every year in consultation with the clergy, the School Leadership Team and School Staff.

Reviewed February 2018