



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Religious Education Policy 2022-23

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Responsible for this policy	Laurence Davenport

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

St. Michaels's CE Primary School Religious Education Policy

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St. Michael's CE Primary School R.E. Policy

Introduction

This policy has been updated in line with the overall review of Religious Education and Collective Worship at the school. The policy is intended to assist staff and pupils developing a knowledge and understanding of Religious Education and is set within the Mission Statement, the Aims of the school and the Religious Education Scheme of work. Support and guidance has been given by the London Diocesan Board for Schools.

Aims

- To underpin the Christian ethos of the school, the R.E. syllabus encourages children to develop their own beliefs, values and attitudes using their own experiences.
- To give the pupils' knowledge of the all the major religions present in the United Kingdom: giving most emphasis to the spiritual and cultural significance of Christianity as the predominant religion in Great Britain.
- To celebrate the uniqueness of each child and seek to encourage individual creative responses to theological, philosophical and ethical questions through age-appropriate planning and resources.
- To promote the spiritual, moral, social and cultural development of our pupils.

- To promote understanding and awareness of other world faiths represented in our wider community.
- 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:

- a) The children acquire and develop knowledge and understanding of Christianity and the principal religions represented in the U.K.
- b) To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- c) To develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the religion being discussed.
- d) To enhance spiritual, cultural, moral and social development by developing awareness of the fundamental questions of life raised by human experience and how religious teaching relates to them. To help children respond to these questions themselves making reference to religious teachings and practices while reflecting on their own beliefs.
- e) To develop respect for other people's beliefs and traditions and to develop a positive attitude to living in a society made up of diverse religious beliefs, values and traditions.

Planning and Delivery

RE is a timetabled subject, which makes up no less than 5% of curriculum time in accordance with the Church of England Education Office's Statement of Entitlement. Planning is based on the London Diocese Board of Schools curriculum and focuses on "Big Questions" in the areas of theology, philosophy and social ethics.

Assessment and Reporting

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- Big Questions in each lesson for classes to consider, discuss and debate.
- Questions linked to vision, values, school events and issues affecting the local and global community.
- Reflections in each RE lesson linking personal experience to lesson content
- Observing and listening to children;
- Assessments are made at the end of each half term using topic specific, LDBS approved assessment criteria.
- Families are informed of their child's progress in each pupil's annual report produced in the Summer Term.

Monitoring and Evaluation

Regular discussion at staff and governor meetings alongside the school's Christian vision and values;

- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what Religious Education looks like in this school by providing induction and development training;
- Evidence from pupils' work, e.g. RE books, Spiritual, Moral, Social and Cultural (SMSC) work, creative writing, and art.
- Regular inclusion in the Learning Improvement Plan and Continuing Professional Development opportunities.

The Role of the RE Coordinator

The RE Coordinator is responsible for:

- Writing and updating the RE policy and monitoring the delivery of the subject throughout the school in conjunction with the Senior Leadership Team.
- The guidance and support of teachers in RE, Collective Worship and the promotion of British Values.
- Monitoring the tracking of assessment in RE.
- The collection, storing and updating of resources for the subject including the purchase of artefacts and other resources to promote quality teaching.
- Passing on information to staff about new developments in RE and any changes to the LDBS curriculum.
- Updating the School Inspection of Anglican and Methodist Schools (SIAMS) Self-Evaluation Document in conjunction with Teacher, Senior Leadership and Governors.

Equal Opportunities

We believe at St. Michael's 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 the School's 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 adult support. There will be differentiation by material, understanding and outcome as appropriate.

Right to Withdrawal

The 1944, 1988 and 1993 Education Acts establish a parent's right to withdraw their children from Collective Worship if they wish. Parents may also withdraw their child from Religious Education provided they give written notification to the school. Furthermore, teachers may exercise their right to withdraw from teaching the subject after discussion with the Head Teacher. However, given that both families and teachers have exercised free-will in choosing to belong to a Church of England school, we hope that all will feel comfortable accessing 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.

At St. Michael's we have strong links with both the local Church of England clergy as well as regular contact with the minister of local United Reformed Church. All clergy members regularly come into school to lead our Collective Worship.

Now that COVID restrictions have been lifted, our previous programme of visits to local places of worship are being resumed. Collective worship in the parish church of St. Michael's Highgate has now resumed and visits to local mosques, synagogues and temples will begin again as soon as these venues begin accepting visitors.

Where an actual visit is not possible, teachers will strive to provide a virtual tour where available.

Throughout the year, the children also fulfil a common religious tradition of making charitable donations by putting on fund-raising events for local, national and international charities.