

St Saviour's C of E Primary school

Ratified: Summer 2021: Review: Annually
Next Review: Summer 2022

RE Policy



St. Saviour's biblical vision is Romans 12 vs 2: 'Let God transform you into a new person by changing the way you think.'
We are committed to inspirational Learning for the children of the 21st century embedded with Christian Values

School Ethos

- Everyone who comes to work with us is most welcome, but we do understand that not everyone will share Christian beliefs. In fact, there are many beliefs within our existing school community.
- We ask that everyone who participates in our school understands our values and endeavours to join us in living them out, whatever their particular role with us.
- Our shared ethos is shown by a set of values we hold in common. Our whole school community has spent time identifying and exploring them.
- Each school has individual values:
St Saviour's: Forgiveness, Respect, Truth, Love, Tenacity, Serenity and Faith.

Aims

- We enable children to develop knowledge of the Christian faith and other world religions through an intellectually coherent and challenging curriculum. We help the children to learn *from* religion as well as *about* religion and to reflect on fundamental questions of life. With this in mind, we intend to raise the level of pupils' religious literacy while developing pupils' ability to think theologically and engage in theological enquiry.
- The aims of religious education are to help children:
 - develop an awareness of spiritual and moral issues
 - develop knowledge and understanding of Christianity and other World religions
 - develop an understanding of what it means to be committed to a faith;
 - be able to reflect on their own experiences and to develop a personal response to fundamental questions of life;
 - develop an understanding and respect for religions and cultural differences in Britain today;
 - develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
 - have respect for the views of others and to celebrate the diversity in society.

Teaching and Learning

- Religious Education follows the Teaching and Learning Policy.
- RE is taught for one hour a week in Years 1 to 6. In Reception, a 15 minute whole-class input is followed by small group focus work.
- Lessons focus on the pupils' exploration of religious texts and beliefs as well as their asking, considering and responding to questions that develop their spiritual awareness and personal values.
- Pupils' learning in school is complemented by visits to local places of worship.
- Teaching and Learning is also supported through visitors from faith communities, especially staff from our partner churches
- RE is taught objectively to all children whatever their faith, and consideration is given to children with learning difficulties.

In the Curriculum

- We follow the Understanding Christianity resource approved by Chelmsford Diocese to teach Christianity units with the addition of units on other faiths from the Waltham Forest RE (SACRE) syllabus.
- There are three phases of curriculum planning (long-term, medium-term and short-term).

Legal Position of RE

- Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA).
- The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old.
- The ERA allows a parent/carer to withdraw their child from religious education classes if they so wish, although this should only be done once the parent/carer has given written notice to the school governors.
- The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Assessment

- At the end of each unit of work (6 weeks,) each pupil, completes an integrated task to assess their knowledge of the specific topic of RE. As well as this, teachers make informal observations during lessons. Written work is marked and developmental comments given for response.
- Formal assessment is made at the end of each term and data is collated by the subject lead. This process will be reviewed based on future recommendations from the diocese.