

ST. MICHAEL'S CHURCH SCHOOL
RE POLICY



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Church School

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Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1.0	J Coulson	New Policy	July 2019	July 2020

Aims and objectives

We aim to welcome all children, adults and families into a happy, caring Christian environment, where every child can reach their full potential to 'be the best that they can be'. As a Church of England Voluntary Aided school we must ensure Christianity is taught as the major religion; as well as the other five major faiths (Hinduism, Islam, Judaism, Buddhism, Sikhism) and other world views. In order to do this we will follow the Diocese of Ely recommendation to adopt the Peterborough Agreed Syllabus launched in September 2018, taking into consideration the greater balance towards Christianity, in line with Diocesan expectations.

At St. Michael's Church School we

- enable children to consider spiritual, moral, social and cultural issues;
- to prepare pupils for the 21st century by learning about British values and community cohesion
- develop children's 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.
- develop children's religious literacy
- enable children to explore their own beliefs;
- encourage participation and response
- encourage children to understand how belief may impact on culture, relationships, values and lifestyle.
- enable children to acquire and develop knowledge and understanding of Christianity and the other 5 major faiths and world views represented in the UK
- enable children to develop an understanding religious influence in our lives
- support children to develop positive attitudes and respect towards others
- support children to make reasoned and informed judgements about religious issues and how they can impact on actions and decisions for people of faith
- support children in their own search for meaning and purpose in life.
- develop a sense of awe, wonder and mystery.
- develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- develop attitudes of respect, sensitivity, open-mindedness and self-esteem.
- encourage children to make their own viewpoints, consider others and ask questions without always finding a full answer

We would like our pupils to become successful learners who are confident individuals and responsible citizens. RE cannot and will not be replaced by or delivered through Collective Worship alone.

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2. Planning

As we are following the Peterborough Agreed Syllabus we will be reviewing the existing units and keep what we consider to be outstanding and strong RE as specified in the new syllabus. The new syllabus does NOT prescribe what we should teach and therefore this will need to be considered moving forward as a Church school.

2.1 It is agreed we will use the 'Understanding Christianity' as our main source for teaching Christianity from EYFS to Year 6, as supported by Ely Diocese.

Teaching staff are responsible for ensuring RE is explicitly taught for the number of hours specified however this can be arranged as a weekly lesson or a blocked amount of time. The school expects the following amount of dedicated RE teaching time per key stage, per year, with these STATUTORY guidelines:

Early Years Foundation Stage (Reception)	Minimum of 30 hours teacher led activities		
Key stage 1 (Years 1-2)	Minimum of 36 hours	STATUTORY: Christianity. We will need to look at the religious background of the children in school and make an informed decision about the teaching of one or two other religions or faiths tailored to the needs of the school, children and community. 2019-2020 Islam, Sikhism and Judaism.	STATUTORY: Starting with family, neighbourhood and special times. Concentrating on the similarities of religions.
Key stage 2 (Years 3-6)	Minimum of 45 hours	STATUTORY: Christianity, five other world religions, humanism and an acknowledgement of other world views.	STATUTORY: Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.

In addition to this, we will have 3 enrichment days (half day or full day? To focus on: Festivals of Lights around the world, big questions, faiths and cultures represented in our school.

Every unit of work will begin with a 'big question' and the children learn to respond to this question with a smaller learning question focus each week, using an enquiry based approach. This means we will encourage young people to ask questions of

- themselves and others
- the feelings of others
- people with a faith and without a faith
- the meaning and purpose of life
- nature of reality
- issues of right and wrong
- what it means to be human
- reflection and prayer
- sense of belonging and identity

The teaching of RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions. Good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work. Children will complete an assessment piece at the end of two units per year and work will be assessed using the new criteria as exemplified in the new syllabus using the support materials. One will be based on Christianity and one on another religion or cross-religion topic. Teachers will assess the levels using the terminology 'emerging – expected – exceeding' in line with the schools reporting language and SACRE reporting expectations. Progress in RE will form part of pupils' annual report to parents and levels will be reported the same way as the end of unit assessments.

3. The Early Years Foundation Stage

The teaching of RE in the EYFS requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves and others (PSHE) and the world (Understanding the world) and the ability to express themselves appropriately (Communication and Language).

4. Contribution of Religious Education to teaching in other curriculum areas. Religious Education underpins the success of children in all subject areas.
5. Teaching Religious Education to pupils with additional needs. At St. Michael's we provide an inclusive environment where all pupils are valued, supported and challenged to reach their potential. Where necessary we adapt the curriculum to ensure that all pupils can enjoy their learning and achieve success.

6. Right of Withdrawal from Religious Education

We expect all children to attend collective worship and Religious Education. However, any parent can request permission for their child to be excused from attending religious worship, following a meeting with the Headteacher and RE Lead, and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. The head teacher keeps a record of all children who withdraw from collective worship and Religious Education.

7. Resources

We have a range of resource boxes aimed towards each of the six major faiths. Within these boxes you will find a range of artefacts, books, religious texts and CD with music/readings. If during a specific topic we can make links with parents or the local public we will arrange for a visit and gratefully accept help from those within our school community. The audit for these resources are found in the I/Ship file. The Unders/Chris programme has a paper copy and online resources available. The Sub lead has the login codes.

8. Health and safety

Appropriate risk assessments are completed for all visits off-site and on-site, if applicable. Visitors working with the children are always CRB checked and cleared.

9. Monitoring and review

- Governors to review the policy;
- SLT to review the development, monitoring and assessment;
- RE subject leader/s will support and monitor the subject and will receive an adequate budget to do this.
- RE subject leader/s will ensure there is an adequate amount of quality resources available for classes
- RE subject leader/s will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- RE subject leader/s will ensure that staff receive adequate training in the teaching and assessment of RE through co-coaching, support and modelling.
- RE subject leader/s will regularly monitor the quality of RE teaching across the school.

10. Additional Policies

We recognise that Religious Education as a subject incorporates many other areas of the curriculum and we have therefore written separate policies for these areas as identified below

- Collective Worship
- PSHE
- British values