



**ST PAUL'S CRAY
CHURCH OF ENGLAND
PRIMARY SCHOOL**

Religious Education Policy



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St Paul's Cray Church of England Primary School
Religious Education Policy

INTRODUCTION

As a Church of England (Voluntary Controlled) Primary School, we regard RE as one of our core subjects and therefore very important. It is part of the Basic Curriculum and is taught in accordance with the Bromley Agreed Syllabus for Religious Education (2013), supplemented by the related Diocese of Rochester units of work. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. Our Christian Values of trust, hope, forgiveness, compassion, thankfulness and friendship are explored in relation to what Christians believe about these values where appropriate within the RE curriculum.

TIME ALLOCATION

We follow the recommendation of 5% curriculum time, which amounts to one hour a week at Key Stage 1 and 1.15 hours at Key Stage 2. (This is in addition to assembly time.) We also celebrate specific RE themed days throughout the year.

AIMS

Religious Education is an educational activity which promotes the spiritual, moral, social and cultural development of pupils. It aims to enable pupils:

- to gain a secure knowledge and understanding of Christianity as particularly expressed in the traditions of the Anglican Church
- to be introduced to other principal religions represented in Great Britain and to learn to respect people of different faiths
- to mature in their own beliefs, values and behaviour, by reflecting on religious beliefs and practices.
- it enables pupils to develop spiritually, morally, socially and culturally

PLANNING AND DELIVERY

The Bromley Agreed Syllabus provides plans for each term. These are used and adapted to suit the needs of the individual class. Within the unit we use 'big questions' to open up wider discussions and deeper thinking within the subject.

The Religious Education curriculum will be based on two Attainment Targets:

1. Attainment Target 1 - Learning about Religions
 - knowledge and understanding of religious beliefs and teachings
 - knowledge and understanding of religious practices and lifestyles



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- knowledge and understanding of ways of expressing meaning
i.e. understanding what religious people believe and how they express themselves

2. Attainment Target 2 - Learning from Religion

- skill of asking and responding to questions of identity and experience
- skill of asking and responding to questions of meaning and purpose
- skill of asking and responding to questions of values and commitments
i.e. making sense of who we are – of life – and of right and wrong

The Religious Education curriculum will provide opportunities for children to develop the following skills and attitudes:

- Skills:
Investigation, Empathy, Synthesis, Interpretation, Evaluation, Application, Reflection, Analysis, Expression
- Attitudes:
Commitment, Fairness, Respect, Self-understanding, Enquiry

ASSESSMENT

The national level descriptors for Attainment Targets 1 and 2 for RE are used in planning and assessment of RE. They are also used by teachers to report to parents on the progress other children at the end of the year. Teachers use the level descriptions to develop pupils' learning and to report on each pupil's progress in the end of year reports to parents.

PROGRAMMES OF STUDY

The Agreed Syllabus is taught from Reception and is linked to the Foundation Stage particularly through the areas of learning: Personal, Social & Emotional Development and Knowledge of the World.

The Bromley Syllabus for RE in Reception and Key Stage 1 is predominantly about Christianity, but there are also opportunities for drawing on other religions. At Key Stage 2, RE continues to be predominantly about Christianity but the following religions are also covered: Judaism in Year 3, Hinduism in Year 4, Islam in Year 5, and Sikhism in Year 6. In the Scheme of Work (Appendix a) some units are thematic, particularly for the younger children, and draw on a number of religions but most units study aspects of religions in their own right.

The Bromley Syllabus is supported by a wealth of resources (*i.e. dvd's, photographs, artefacts, posters and books*) and allows children to explore religion through a range of activities. (*i.e. music, drama, poetry, discussions and art work*)

(For Guidance on Gifted and Talented pupils in RE see Appendix b)



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TEACHING AND LEARNING

At St Paul's Cray CE Primary School we use a variety of teaching and learning styles in RE lessons. One of our principal aims is to nurture spiritual development, whilst pupils learn about the Christian faith and other faith communities. For the very young this will be achieved by respecting their natural ways of learning through experience, exploration, conversation and play. Older children will investigate, evaluate and discuss before demonstrating what they have learned through pictures, role play or the written word. Sometimes we will engage in whole class teaching, but children will also work individually or in groups. A wide range of resources will be used including books, posters, videos/DVDs and appropriate artefacts. The internet and other ICT based resources will also be used for research purposes or as a teaching tool. We will also make use of outside visitors and will make visits to our parish church to enhance learning.

We recognise that there are children of widely differing abilities in our classes and we ensure that we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. Our work in RE also takes into account the targets set in Individual Education Plans and the needs of those children with Special Educational Needs.

WITHDRAWAL FROM RELIGIOUS EDUCATION

At St Paul's Cray CE Primary School we respect all pupils' regardless of their background or personal beliefs and consider Religious Education to be an extremely important part of the curriculum. Parents have a right, however, to withdraw their child from all or part of Religious Education curriculum, though we would encourage them to discuss this with the Head Teacher before making the final decision.

This policy was reviewed in February 2017

Next Review February 2019.

Signed (Chair of Governors):

Signed (Head Teacher):

Date:



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