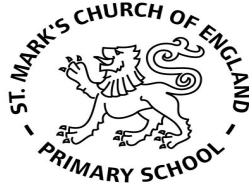


# Religious Education Policy



'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for Religious Education**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light  
to my path.***

***Psalm 119 Vs 105***

***The following five components describe the desired outcomes we offer through it.***

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

These Vision Statements are reflected in the Aims below..

### **Aims**

- To develop children's religious literacy
- To develop an understanding of Core Christian Concepts.
- To have knowledge of who Jesus is, why He came and how people come to have faith in Him and serve Him.
- To develop their own spiritual knowledge and understanding and an awareness of spiritual and moral issues.
- To develop the children's knowledge and understanding of the major world faiths and what it means to be committed to a religious tradition.

- To encourage the children to have a sense of awe and wonder when they explore the natural world.
- To reflect on their own experiences and to develop a personal response to the fundamental questions in life asked by people.
- To have respect for others people's views and to celebrate the diversity in society.
- To develop knowledge and understanding of Christianity and other major world religions and value systems.
- To appreciate and value the ways that religion is conveyed in stories, myths, rituals, symbols, artefacts, art, music and drama.

### **Curriculum Planning in Religious Education**

Religious Education is taught throughout the school in such a way as to reflect the overall Aims, Vision and associated Values of the school. Our Christian Vision, Values and teaching strategies play an important role in promoting the spiritual, moral, social and cultural development of the children in our care.

We plan our Religious Education curriculum in accordance with the London Diocesan Board for Schools Agreed Syllabus of September 2017

The agreed syllabus is a series of non-age specific (in most part) units of work that cover the Core Christian Concepts of God, Creation, The Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God as well as the other major world faiths.

See Curriculum Map (Appendix 1) for the organisation of the different units within year groups and across the school.

Each unit begins with the discussion of a '**Big Question**' that underpins the unit of enquiry.

Weekly lessons are introduced with 'Enquiry questions' that help the children to develop their understanding towards the Learning Objectives for the lesson.

The curriculum is structured with a balance of 75% Christianity and 25% other major world faiths - **Judaism, Buddhism, Islam, Hinduism and Sikhism**

There are also **thematic** units in Years 5 and 6.

## Time allocation

We adhere to the Statement of Entitlement as well as the 1988 Education Reform Act (ERA), which stipulates that Religious Education is compulsory for all children, including those in Foundation Stage who are less than five years old.

The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school governors. However, we actively encourage all children to participate fully in R.E. lessons as we consider R.E. part of the Core Curriculum.

## Assessment

Evidence of learning is recorded each week. In most cases this will be presented as a piece of work in a child's **R.E. book**. However sometimes it might be more appropriate to use photographs, post-it notes or whole class work to show the learning that has taken place. Each class has a '**Working Wall**' to show progress of the children's learning throughout the Unit of Study.

All work will be marked by the class teacher following our Marking Policy. Children will be given the opportunity to respond to Teacher's comments and 'Next Steps' to lead them on in their learning towards Greater Depth. Each lesson will have clear **Learning Objectives and Success Criteria** that the teacher will use to assess the children's learning within the lesson.

Children will also take part in self-assessment and peer assessment.

Teachers assess throughout and at the end of each unit using '**I Can**' **Assessment Statements** for each Line of Enquiry in each unit of study. This assessment will be shared with the R.E. leader half termly and moderated regularly across the school and with other schools.

At the end of each unit of study teachers use all the information that they have gained to assess the children according to the following criteria -

**Working towards/Working within/Greater Depth.**

This information will be shared with the Governing Body termly as part of reporting Pupil Progress of Core Subjects in Curriculum Committee Meetings.

## **Visits**

Each class will undertake a visit to religious place of worship each year to enrich their teaching and learning experiences. This will be linked to the other faith unit studied in class.

Each class will have a visit/visits from a member of the St. Mark's Church Clergy to support the curriculum within lessons.

It is encouraged that speakers are invited into school to develop children's learning.

## **School and Classroom Environment**

Each class maintains an area for spiritual reflection and prayer comprising a prayer book, Bible, cross, monthly Bible Verses and other Christian symbols and artefacts often relevant to the time of year.

Throughout the school there are informative and inspirational displays to celebrate learning in RE.

Our school website also celebrates the exciting learning the children have done, as does the class Curriculum Books.

All classes will plan an R.E. Open Afternoon each year so that parents can participate in high quality R.E. lessons and experience how the children are learning.

Parents also receive a termly R.E. Newsletter outlining the learning to be covered that term and to inform them as to any R.E. focus/news to be noted throughout the term.

## **Differentiation in Religious Education**

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty
- providing resources of different complexity, adapted to the ability of the child;
- using Teaching Assistants to support the work of individuals or groups of children.

## Monitoring and Review

The RE subject leader is **Sarah Bearfoot** who is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for R.E. in the school.

The RE leader will undergo termly **Quality Assurance** across the school that includes lesson observations, planning and book scrutiny and listening to the 'Child's Voice' about their R.E. lessons. The R.E. Governor will support the RE leader in this work.

St Mark's School is committed to regular, high-quality CPD in RE for all staff.

Reviewed and ratified by Governing body	Spring Term 2022		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2025		