

# St Andrew's C of E Primary and Nursery



## Policy for Religious Education

**Reviewed:** January 2023 **By:** I Snelling & S. Klapkowski  
**Date of Next Review:** Spring 2025

## St Andrew's C of E Primary and Nursery Religious Education Policy

### The Legal Position of Religious Education

Religious Education (RE) is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

St Andrew's C of E Primary and Nursery School is a Church of England Voluntary Controlled school therefore we deliver RE in line with the Nottingham City & Nottinghamshire Locally Agreed Syllabus 2021 'Religious Education for All'. We also use the Understanding Christianity scheme and this forms the basis of the Christianity curriculum taught in our school. Elements of the RE syllabus may be reinforced through Collective Worship within the school (see also the Collective Worship Policy).

### Mission Statement

At St. Andrew's C of E Primary and Nursery School we aim to provide all children with a happy, secure and Christian environment, which will foster and encourage the development of sound spiritual, moral, social and cultural values. Our intent is to provide our children with **a creative, captivating and challenging curriculum** that equips them for today and tomorrow. Our whole school curriculum including RE also promotes our vision statement as set out below.

### Vision Statement

Inspired by Jesus' words to St. Andrew and the fisherman (Luke 5:4), we ask our children to '**push out into the deep**' and to try their hardest in all that they do.

### Statement of Aims

At St. Andrew's we believe in teaching RE so children are able to discover more about themselves, others and God. We encourage children's values and spiritual development to be explored and experienced throughout the whole school.

"In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners."

*(RE Statement of Entitlement: The Church of England Education Office 2016)*

In St. Andrew's C of E Primary and Nursery School, RE should:

- Nurture pupils own personal faith/commitment within a clear ethos of respect for those children of differing faiths
- Contribute to pupils' personal development including spiritual, moral, social and cultural development, with reference to the school's PSHE curriculum
- Give pupils a sound knowledge and understanding of the Christian faith
- Give pupils the opportunity to explore the nature of religious language and symbolism
- Value pupils' own faith and introduce them to other world faiths
- Experience Christian faith and places of worship
- Explore Christianity as a world faith

### Our Christian Values

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

Our six Christian values are as follows:

- Trust
- Forgiveness
- Thankfulness
- Courage
- Respect
- Love

### Respect for All and Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

### Cultural Capital

RE makes a useful contribution to the development of cultural capital for pupils.

<p>Experiences in RE that enhance cultural capital</p> <ul style="list-style-type: none"> <li>• Being able to explore the culture and values of different religions and worldviews</li> <li>• Receiving visitors from different faith communities</li> <li>• Engaging with music, dance, drama and the arts inspired by religions and worldviews</li> <li>• Recognising expressions of religion and culture: food, symbols, dress</li> </ul>	<p>Opportunities to demonstrate cultural capital</p> <ul style="list-style-type: none"> <li>• Collaborative teamwork activities</li> <li>• Chances to participate in making cultural experiences that have a lasting positive impact on the learners e.g. in performance of music, drama or worship</li> </ul>
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<p>A religiously educated young person: skills and competencies include:</p> <ul style="list-style-type: none"> <li>• The skills needed to navigate a society in which different cultures and religions are present</li> <li>• The skills of listening and dialogue which enable mutual understanding and respect</li> <li>• The skills needed to contribute to enabling inclusive communities e.g. in class or school to flourish for the wellbeing of all</li> </ul>	<p>Skills and competencies in cultural capital which RE offers:</p> <ul style="list-style-type: none"> <li>• The ability to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture</li> <li>• The ability to engage with and respond for themselves to dilemmas of belief and value in their society</li> <li>• The ability to make and enjoy cultural 'products' such as art, music, dance, drama in the context of RE</li> </ul>
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(Taken from the Nottingham City and Nottinghamshire Agreed Syllabus 2021 p19)

### Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### Approaches to Teaching RE

- RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled
- High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials taking into account the need to offer breadth of content
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities

We use as a basis for our planning the locally agreed syllabus. As a source of ideas and teaching strategies we also make use of the Understanding Christianity scheme.

### The Organisation of RE

In accordance with the structure of the locally agreed syllabus we have agreed that

- At KS1 pupils study Christianity and Judaism
- At KS2 pupils study Christianity, Judaism, Hinduism and Islam

A two year cycle is followed in order to avoid repetition in mixed year classes.

In Foundation, KS1 and KS2, RE is taught for approximately one hour per week but often the cross curricular nature of the teaching means that this is extended beyond the hour. Flexible planning allows for some topics to be taught as whole RE themed days or weeks, to compliment regular timetabled lessons.

#### Special Education Needs Provision

Teachers will plan activities according to the needs and abilities within their class, differentiating appropriately for the more and less abled. The needs of children on the SEND register will be accounted for with consideration of the SEND policy and planning being appropriate to their needs.

#### Assessment and Recording of RE

Teachers will assess RE with reference to the assessment and the marking policies. Teacher assessment is continuous throughout the year, through observations and discussion. Pupil progress is tracked and formally recorded at the end of each term. There are three formal assessment points throughout the year. Following these termly assessment points, levelled pieces of work will be collated by the subject leader.

Parents will be informed on their child's progress at regular parent evenings and through a written report given at the end of the year as part of the child's annual written report.

#### Resources

Appropriate resources will be ordered and collated by the subject leader.

#### Monitoring of RE

RE will be monitored by the subject leader on a termly basis and with reference to the school improvement plan. The subject leader will monitor RE within the school through:

- analysis of assessment data
- delivery of staff meetings and INSET days
- classroom observations
- work scrutiny
- monitoring and advising on planning units of work
- informal discussions with teachers
- regular staff and pupil interviews

#### Responsibilities for RE Within School

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation

- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw

### Right of Withdrawal from RE

At St Andrew's school we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience (School Standards and Framework Act 1998 S71 (3)). However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the school.

### Our RE Policy

This policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Governing body in January 2023. It is to be reviewed every 2 years by the subject leader before being presented to staff and Governors. This policy was last reviewed in January 2023, in line with the new Nottingham City & Nottinghamshire Locally Agreed Syllabus 2021. The next date for review shall be in Spring 2025.