



**Stogursey C of E
Primary School &
Pre-school**



“Grow in the Grace and Knowledge”

2 Peter 3:18

RELIGIOUS EDUCATION

Approved by: G Tucker

Date: 17 .11.22

Last reviewed on: 17.11.24- no changes

Next review due by: 17.11.26

Stogursey Church of England Primary School and Pre-School

Religious Education Policy

In this Church of England school, the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in the mission statement.

Mission Statement:

Stogursey C of E Primary School and Pre-school is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Our whole school curriculum, including RE, also promotes our vision statement as set out below.

Vision Statement taken from the school website:

When the early church was forming, chaos and confusion were triumphing and many early Christians were getting inconsistent advice about the Lord's teachings. They wrote to St Peter and asked for his advice. St Peter outlines this story, in his second epistle. His solution was for followers of Christ to 'Grow in the Grace and Knowledge of our Lord and Saviour Jesus Christ'. His advice was to go back to the source and discover what Jesus actually said. Our vision as a school also follows this advice:

1. Knowledge is powerful and freeing;
2. Reading and finding out the best knowledge also helps;
3. We work to enable God's gifts of our personalities by developing character in everything we do. This is a crucial part of our Christian ethos and all are entitled to this, regardless of faith or background.

The final part of 2 Peter is a very apt summary of what our purpose is as a community and it is now our school motto.

"Grow in the Grace and Knowledge"

Education can be full of unfounded claims and not very well-substantiated offers of advice. Just like those early Christians, we are on a journey to develop character and shape futures based on the best knowledge out there.

The school has adopted the RE syllabus produced by the Diocese of Oxford alongside the scheme 'RE-searchers'.

Why Oxford and Re-searchers?

We chose to use our academy freedoms to take the Diocese of Oxford's scheme because it is enquiry-based, the knowledge builds and enables children to meet the ambitions set out in our curriculum intent statement, meeting our local needs.

We chose RE-searchers as a method of delivering high-quality RE lessons. Looking at religion through the lenses of 4 characters enables children to behave as a scholar of RE, think like one and articulate their thinking in different ways leaving them to decide which of the 4 lenses helped them deepen their understanding of the content. The four characters are set out below:

| Character | How they like to investigate religious beliefs |
|---------------------|---|
| Ask-it-all Ava | Interviews, chatting, surveying |
| Debate-it Derek | Asking and debating big questions |
| Have-a-go Hugo | Experiencing things, visiting holy spaces |
| See-the-story Sally | Stories, artworks, evidence |

Each half term, the RE lead produces an implementation booklet for teachers to deliver the RE so that lessons are time-efficient, high-quality and structured using the agreed teaching and learning principles of the Quantock Education Trust.

Curriculum balance and time

Reflecting the RE Statement of Entitlement and Stogursey C of E Primary School's trust deed, Christianity will be the majority religion studied and will be at least 60% of curriculum time and to other faiths and worldviews 40%. If appropriate, other faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on other faiths while following all the units of the Diocesan syllabus.

Appreciating the different faiths of children attending the school and that of the community, the other faiths studied will be predominantly Islam, with Hinduism, Sikhism and Judaism.

Sufficient dedicated curriculum time, meeting explicitly RE objectives, will be given to RE. This will aim to be close to 10% but no less than 5% in key stages 1 and 2. This equates to 1 hour 15 mins.

Responsibility for the policy

In Voluntary Aided Schools, the management of RE is a distinctive role of the Governors and Headteacher. The policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Local Governance Committee in November 2022. It is to be reviewed every 2 years by the RE Lead before being presented to staff and Governors.

The RE Lead is responsible for implementation/coordination of the policy. Last reviewed November 2022. Next to be reviewed November 2024.

Statement of aims

At Stogursey, 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 this school, RE should:

- Nurture pupils' own personal faith/commitment within a clear ethos of respect for those children of the differing faiths.
- Contribute to pupils' personal development including spiritual, moral social and cultural development, with reference to the school PSHE policy and 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.

Content and approach

The Christian and Non-Christian Faiths element of the RE curriculum will be based on the objectives within the Oxford Diocesan syllabus implemented through our QET booklets. The RE-searchers approach is deployed in shape or form in every unit of RE work.

The yearly themes to be taught will follow the Diocesan agreed syllabus and the units covered within each term will follow the curriculum overview given by subject lead. All teachers should clearly follow the hours stated for each unit to enable the unit to be covered properly. A suggested amount of hours per week would be 1 hour 15 minutes for each class. This may be an hour lesson and 15 minutes of class worship. Staff must follow the non-negotiable list for presentation of books, floor books and displays (see appendix 1).

Progression and Monitoring

RE will be monitored by the RE Lead on a termly cycle and with reference to the School Development plan. To monitor standards and progression throughout the school, records will be kept according to the Diocesan guidance and list of expectations for children to have reached by the end of KS1 and KS2 outlined in the implementation booklets. These records should begin at foundation level and follow the child through school. The expectation is that teachers hand in the assessment page each half term to the RE lead who then monitors this across the school.

Special Education Needs provision

Teachers will plan activities according to the needs and abilities within the class, based on the EEF 5-a-day strategies. The needs of children on the SEN register will be accounted for and appropriate to their support plans, with reference to the SEND policy.

Assessment

Teachers will assess RE with reference to the assessment and the marking policies. Parents will be informed on their child's progress at regular parent evenings and a written report given at the end of the year as part of the child's annual written report. Levelled pieces of work will be collated termly by the RE Lead alongside the assessment framework 2018 in which the children's progress will be stated. The children's work will be assessed against the ladder of expectations in the implementation booklets as a whole class and whether the child is below, on track or exceeding expectations personally. These are collected in and monitored by the RE lead.

Managing the right to withdraw

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, we will undertake responsibility for their supervision with regard to health and safety. Information on these arrangements are clear on our website. There will always be opportunity for parents to discuss the contents of the RE curriculum should they have concerns.

Resources

Appropriate resources will be ordered and collated by the RE Lead. Also, resources may be drawn from the resources stated in the implementation booklets and a subject leadership budget as well as own class budgets may be drawn on to provide quality materials. As well as termly trips to church, at least once in the phase, children should get an opportunity to visit holy places either for Christians or non-Christian faiths.

Appendix 1:

Non-negotiables of RE

RE Books

- Cover sheet for all new units.
- Enquiry-based questions for L.O's linked to the unit either stuck in or written in books.
- Must see clear progression of enquiry with opportunities for children to deepen their learning.

Floor Books

- Work, comments, pictures and reflections linked to the RE scheme of work.
- Work to be dated and if comments are made by a child then their name should be written.
- Reflections and prayers linked to Collective Worship, class worship and the school values shall be added.
- Cover sheet for a new unit.

Spiritual Spaces Displays/ Prayer Space

- Class-based Spiritual Space display/ prayer space should be separate.
- Prayer table should include- table cloth, floor book, school prayer, class prayer, cross, candle, Bible, a prayer box with post it notes.
- RE displays should be treated as a working wall with a unit title, key questions that the children want to find out, work/ resources displayed but not too much to prevent cognitive overload.