

Religious Education Policy

Committee Name:	Full Governing Body
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Persons Responsible:	Head Teacher, Chair of Governors and R.E Leader

“Together we live and grow in the love of Jesus Christ”

St Saviour's C. of E. Primary School was founded by St Saviour's Parish Church and is part of the London Diocesan Board for Schools (LDBS).

The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ.

Aims

Religious Education at St. Saviour's enables all children to explore religious beliefs and practises, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences. Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development.

Religious Education will foster mutual understanding between students of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

Supporting these Aims is our Vision 'Together we live and grow in the love of Jesus Christ.' This Vision is at the heart of everything we do at St. Saviour's and enables the children to be successful learners and caring individuals. To support our Vision, we use Galatians 5: 22-23 'The Fruit of the Spirit' to allow the children to understand how they can live and grow in the love of Jesus Christ.

Content

In accordance with the Statement of Entitlement Document written by the Church of England (2016) we ensure the following:

- ❖ Children will study a two-third Christianity and one-third World Faiths curriculum in KS1 and KS2. The World Faiths include; Judaism, Buddhism, Islam, Sikhism, Hinduism and Local Faiths in our Community. In EYFS, the children will study a Christianity based curriculum.
- ❖ Children will have the opportunities to learn about religion from a variety of resources.
- ❖ Children will have opportunities to explore their own response to profound human experiences and universal symbols.
- ❖ Children will be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and to use a range of different forms of expression to convey their responses.
- ❖ R.E. encompasses at least 1 hour 30 minutes per week across the school. This includes weekly R.E. lessons, weekly Mass, assemblies, themed days and the work of our RE Ambassador team.
- ❖ Father Bradley is closely involved in the planning of all aspects of worship.

Approaches

St Saviour's CE Primary School follows the revised London Diocese Board for Schools (LDBS) scheme (2017). This is taught throughout the school from Nursery to Year Six. In all year groups (EYFS, KS1 and KS2) we also use Godly Play.

R.E is approached through stories, cross curricular themes, R.E topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

To enable the vision statement to be a focal point in our daily lives, it is displayed under the hall figure of Jesus Christ, it is displayed in every classroom on the RE table, incorporated into the hall entrance display and is printed on the front cover of every exercise book. It is also recited everyday, after grace has been said.

We use the Fruit of the Spirit 'values' as a focus every half term within weekly class worship and whole school collective worship. In addition, we celebrate and discuss each value during an afternoon of focussed activities for that particular value. We share our understanding of the Fruit of the Spirit with a display in our school entrance, with evidence of work completed by all year groups.

All staff will be given opportunities to attend training and CPD as well as exploring and developing their own Faith. The school subscribes to the training offered by the LDBS and other religious bodies.

Teachers can be given the opportunities to observe R.E lessons in other Faith schools.

Methods

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of children so that all pupils make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of Religious Education include:

- ❖ Weekly Mass Service
- ❖ Daily assemblies
- ❖ Class Worship (usually on Wednesdays)
- ❖ Weekly R.E lessons
- ❖ Weekly circle time-Friday 1.15-1.45
- ❖ Nursery use Key Worker groups for religious discussions and reflection time
- ❖ Visits to places of worship, museums or art galleries
- ❖ R.E. Ambassadors from Y1-6 who discuss R.E. topics and events
- ❖ The use of representatives from religious traditions as visitors to the class e.g. on World Faiths Day
- ❖ The use of artefacts, big books, posters, videos, artwork
- ❖ The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- ❖ The use of art and craft to enable students to express their ideas
- ❖ The use of drama, role play, gesture or dance through Godly Play
- ❖ The use of music to create an atmosphere or for expression of ideas and emotions
- ❖ The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Assessment

In the academic year 2018-19, we have adapted our assessment approaches in RE to use the LDBS framework. As this is the first year of using this approach we are continually monitoring it's impact and effectiveness for both the children and adults. Previously, "I Can" statements appeared in the front of exercise books to ensure assessments are ongoing and relevant. Particularly in KS2, children will use these statement grids to support their own assessment.

Every class teacher uses the LDBS Assessment grid to monitor whether children are working towards expectations, working at expectations or at greater depth. The class teachers have a sample of six children from across their class who they complete these grids for in more detail. Children are required to complete a task

(most often written) at the end of each unit which will support teachers assessment judgement. Usually this task may be asking the children to answer the big question for that particular unit of work.

Self and peer assessment is greatly encouraged across KS1 and KS2 and children write 'pupil comments' at the end of some lessons. This is seen as an excellent way to reflect on their own and teacher's learning, take responsibility and become independent learners. In Spring 2019, we made changes to our Marking and Feedback Policy which will also see changes in our approach to marking and feedback in RE.

There are five stages of assessment which cover the Curriculum (source RE Today, endorsed by LDBS). We are ensuring that staff are aware of which 'stages' they need to be working towards with their relevant year groups.

Monitoring

We are able to monitor R.E. in various ways over the year:

- ❖ SLT and the RE Leader will work together to regularly add to and monitor the RE Self Evaluation Document provided to us by SIAMs.
- ❖ Learning Walks – these take place at least twice a year, with one being on World Faiths Day. This is completed by the RE Leader and a member of the Senior Management Team. Feedback will be shared after the walk to all staff.
- ❖ Lesson observations – these take place in either the Spring or Summer term across the whole school.
- ❖ Governors Learning Walk – ideally we shall have a focused RE Governors Learning Walk at least once a year.
- ❖ Book Looks – this will take place at least twice during the year to monitor the work being produced by the children as a result of their learning.
- ❖ End of Year Review Meeting – this will take place with the R.E. Leader and the Deputy Head and Head teacher. We bring together all of the monitoring activities of the year and review what has worked well and what may need developing for the next year.
- ❖ R.E. Leader Network Meetings and sharing practice with other schools – the R.E. Leader will attend these termly meetings organised by the LDBS and share practice with us and other schools.

Resources

Resources are used to enhance the children's understanding. Each half term, a concept will be explored and each concept will have an associated box, filled with a variety of resources suitable for all learners. These will include:

- ❖ PowerPoint presentations
- ❖ Photographs, displays and posters.
- ❖ Music and videos
- ❖ List of all relevant books contained in the school library
- ❖ Discussion cards
- ❖ Photos
- ❖ Story books
- ❖ Circle time prompt cards
- ❖ Multicultural art/internet links
- ❖ Reflection rewards and certificates
- ❖ Models and soft toys
- ❖ Artefacts

When children are studying other World Faiths they will complete two units from this Faith during a school year and will therefore have one box of resources for these units.

Links

We are closely affiliated with the LDBS. We have well established and firmly embedded links with the parish of Little Venice, in particular Fr Bradley. We have developed links with other local churches and ministers.

Inclusion

All pupils will be given equal opportunities to access this area of the curriculum, R.E is a statutory subject and therefore all children must attend R.E lessons.

Lessons are planned and implemented with the intent to teach pupils to learn about (AT1) and learn from religion (AT2). The school ensures teachers are not discriminative towards children of other faiths and instead sees this as a learning opportunity.

If any parent is concerned over a particular topic, they are encouraged to discuss the matter with the Head teacher and or Subject Leader. These discussions are always handled sensitively.

As with all subjects, teachers must ensure they cater for the needs of individual pupils. Teachers are responsible for the progress and attainment of all groups (e.g. SEN, EAL, FSM, Disabled pupils and all ethnic groups) in addition to this teachers must be aware of the variety of different religions within the class, to ensure all peer to peer learning opportunities are exploited and pupils views are handled in a sensitive manner. Our SENCo attends regularly LDDBS and Local Authority Network meetings where provision across subjects such as RE for children with additional needs is discussed. This information is shared with all staff following these meetings through meetings or INSET training.

GUIDELINES FOR RELIGIOUS EDUCATION

Content

The agreed syllabus outlines the following elements:

Apply their own beliefs and values to situations in their own and others' lives

Enquire into religious/non-religious concepts

Contextualise what is being studied in religious practice and belief and specific situations

Evaluate what has been discussed, taught and learnt.

Communicate their own responses to what has been discussed, taught and learnt.

Pupils are, however, required to complete all the elements in the same order to make sense of what they are studying and its implication for themselves and others. Children can be guided to enter into the process at key points. There are two obvious starting points: students' own responses or the enquiry into religious concepts.

Religious Core Concepts

As recommended by the LDBS through their CPD and Curriculum, we encourage the children to think about their learning (within the Christian faith) through big questions and core concepts, which are:

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
Creation	The universe and human life are God's good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — the anointed one/the chosen one.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
Gospel	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

The children discuss within their lessons which core concept(s) may be a focus of the lesson when learning through the lessons' key question.

Resources

Artefacts should be used with great respect as many must be handled with certain 'rules' in mind. Teachers should read the artefact notes very carefully before showing them to the class. Each concept box contains most of the resources needed to explore the concept. Other resources can be found in the artefact boxes, video library and poster drawers. These will be continually monitored and updated.

There is an up-to-date list in the R.E Co-ordinators file of all resources.

Each class has their own Bible and wooden cross, Reflection Book, Worry Box, and a distinctive R.E display area which has been developed by our Site Manager to include a 'cloud' worktop table to encourage the children to think of this space as one of calm and reflection.

Opportunities for Further Development

Links are made between Literacy, PSHE, Computing, History, wider world issues, Art and Design Technology. Teachers are keenly aware for the need to ensure that all pupils are able to access the curriculum. Opportunities will be given for those who require additional support to develop their Spirituality, self- reflection and behaviour.

All children who are identified as FSM or vulnerable will receive regular 1:1 mentoring opportunities with either the class teacher or TA to review their progress within the curriculum and their personal, spiritual and emotional development.

Circle Time

The weekly Circle Time is a useful way of exploring children's thoughts, ideas and views on a variety of religious issues. Each R.E. Topic Box contains Circle Time prompt pictures and toys.

Collective Worship

Collective Worship and R.E are intrinsically linked. A termly overview of worship themes (including Value of the Week, Bible text and theme) are distributed across the school and to parents. Ideas for Collective Worship are also included in the half termly R.E planning sheets distributed by the Subject Leader. We use the LDBS School Worship Calendar for themes and thoughts towards some assemblies.

Class Worship

Once a week (usually on Wednesday mornings), children are leading their own Class Worship within their classes. Our RE Ambassadors are encouraged to lead this, however all children are encouraged to contribute. The theme of class worship usually follows the Fruit of the Spirit 'value' of the Half Term but can also include any world wide issues or events. During class worship, children choose their own activities such as praying, singing, acting, reading, reflecting or writing. **Reflection Book and Worry Box**

Each class has a Reflection Book that children are encouraged to use on a regular basis and their comments can be anonymous. Teachers review this book regularly and write return comments. Children can then review this at their leisure.

The Worry Box (from Year 1 upwards) is used in a similar fashion, but children are aware that they could use their name to illicit a more immediate response from a member of staff. Class teachers may refer issues to Listening Partners, if this was felt to be more appropriate to the child. It would be unusual for records to be kept after these discussions. However, if there was a child protection concern or disclosure of abuse, then all teachers are aware that they must immediately refer this to the Designated Safeguarding Leader, Ms Woodford.

Continuing the Faith Journey

The school works in partnership with the parish of Little Venice to promote the continuing Faith journey of the pupils at the school. From Year Three, children can be prepared for their first communion and preparation for this is carried out within the school, taught by a former parent. Upon reaching Year Five, children can also prepare for their Confirmation, lessons for which take place during school time.. Additional discussion sessions on subjects covered take place in school with the Headteacher. As part of the celebration of First Communion and Confirmation, children are presented with a special enamelled badge during the school Mass service.

POLICY AND GUIDELINES FOR COLLECTIVE WORSHIP

The daily act of Collective Worship at St Saviour's follows the requirements of the 1988 Education Reform Act. At St Saviour's, daily Collective Worship implies the recognition of a Deity and may be school or class based.

Aims

- ❖ To consider spiritual and moral issues which are of a wholly or mainly of a Christian character.
- ❖ To celebrate or reflect on things that are of worth.
- ❖ To facilitate the development of a sense of community, of belonging and of sharing.
- ❖ To encourage pupils to learn how to be part of large and small gatherings.
- ❖ To celebrate achievements of others within the school community.
- ❖ To develop understanding of, and reflect upon the value of, our environment and its importance in our lives.

Pattern and location of the daily Act of Worship

Monday	2:45pm	Value of the Week	Church	Class Teacher / Priest / Headteacher
Tuesday	9am	Faith	Hall	Visiting Baptist Minister / Headteacher in rota
Wednesday	9am	Class Worship	Classrooms	Children supported by Class Teacher
Wednesday	2:30pm	Hymn Practice	Hall	Music Leader
Thursday	9am	Our World	Hall	Deputy Headteacher
Friday	9am	Celebration	Hall	Headteacher

We aim to celebrate both the differences and similarities between our religion and that of others. Children are taught to respect and value other people, regardless of Faith. This is a fundamental principle within our school and one, which can be found throughout the major religions of the world. For this reason, we find that our worship is acceptable to all the religious traditions represented by St Saviour's CE Primary School. All children attend the daily Act of Worship and receive a Blessing or Communion in church.

Content

- ❖ It is a requirement that acts of worship are to be "wholly or mainly of a broadly Christian character".
- ❖ There will be times when other Faiths and religious traditions will be explored.
- ❖ Issues will be presented in a variety of ways through stories, poems, songs, role-play, artefacts, radio broadcasts, visitors, power-point presentations, interactive whiteboard activities as well as the sharing of children's and adult's achievements.
- ❖ Children will be involved in the opportunity to worship through prayers, hymns and songs, participation in role play and through quiet reflection.
- ❖ Themes and festivals for Collective Worship will be linked to the R.E planning. There is also a need for flexibility in order to respond to national and unexpected events where appropriate.
- ❖ Parents have a right to withdraw their pupils from all or parts of the acts of worship. However, the class teachers and/or Headteacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.
- ❖ Administration and disciplinary matters will, as far as possible, be separated from the act of Collective Worship.
- ❖ Both the Headteacher and the R.E Leader will ensure records and resources are maintained and monitor contents and quality of acts of Collective Worship.