



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Religious Education Policy

Agreed by: The Queen's School Senior Leadership Team
Date: January 2016
Review Cycle: 3 Years
Next Review: January 2019

All the Queen's School policies should be read in conjunction with the Equality Policy

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The Queen's Church of England Primary School

RELIGIOUS EDUCATION POLICY – MISSION STATEMENT

Our mission statement forms a central place within our school and specifically makes reference to our school belonging to a Christian community. As a Church of England Voluntary Aided School our worship reflects the Anglican tradition, but is conducted within an educational context in which inclusion of the whole community is a key focus.

Encouraging every child to reach their full potential, nurtured and supported in a Christian community that lives by the values of Love, Compassion and Respect.

Our Religious Education Policy is agreed by governors and is carried out in accordance to our school's Founding Trust Deed and its Ethos Statement.

As a Christian community, and in common with many other world faiths, we encourage the children of The Queen's Church of England Primary School to behave towards one another in the same way as they would expect others to behave towards them.

'Love one another as I have loved you.' (John ch15 v12)

'And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.' (Ephesians ch4v32)

'Honour thy father and thy mother: that thy days may be long upon the land which the LORD thy God giveth thee.' (Exodus ch20v12)

It is with this Christian understanding of how we should behave towards each other, combined with the knowledge that we are all made in the image of God, and created to be the fullest reflection of Him, that we have developed these key principles in joint consultation with our school community.

Aims

- To create a happy, secure, spiritual and rich learning environment for all pupils and staff and to ensure that this is maintained.
- To use the strength of the partnership between home and school.
- To ensure that the school's Christian values of Love, Compassion and Respect are demonstrated in daily school life.

- To ensure that pupils are aware of the behaviour that is acceptable and unacceptable within school, and as a reflection of wider society.
 - To enable children to manage their own behaviour and grow to be responsible citizens in our community.
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Religious Education Policy

Legal Requirements for Religious Education:

- The Education Reform Act (1988) requires that Religious Education be taught to all registered pupils.
- It requires that Religious Education is of a predominantly Christian nature.
- Schools have a duty to promote community cohesion under the Education and Inspections Act 2006.

Right of withdrawal of from Religious Education

- Parents legally have the option of withdrawing their children from the teaching of RE and collective worship, as set out in the 1944 Education Act and in subsequent legislation.
- However, it is expected that, by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE.
- For these reasons, it is vital that the aims of RE are properly understood by the whole school community and that the RE is inclusive and taught in such a way that it is seen as non-threatening and relevant for all pupils in our diocesan church schools.
- Parents who wish to withdraw their child from Religious Education, they should arrange to meet with the head teacher and discuss the matter further.
- It is hoped that, by applying to a Church of England School, all teachers and teaching assistants understand the inclusive but also distinctive Christian character of the school and recognise that Religious Education is central to the life of the school.
- It is also hoped that, whilst being full therefore all adults will fully participate in teaching and support the learning in Religious Education.

Aims of Religious Education

The Queen's Church of England Primary School encourages every child to reach their full potential, nurtured and supported in a Christian community, which lives by the values of Love, Compassion and Respect.

Religious Education must:

- Develop a strong foundation of the Christian faith through knowledge and understanding that includes Christian Beliefs and Values, The Bible, Old Testament Characters, the Life and

Teachings of Jesus, Prayer and Worship, Saints, The Local Church, The Christian Community, Living out the Faith, Rites of Passage and Christian Festivals;

- Apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- develop knowledge and understanding of other religions (including monotheistic and polytheistic religions) and the ability to engage in dialogue with other faiths, applying an understanding of religion to develop respect, empathy and sensitivity towards all people;
- Enhance their spiritual, moral, social and cultural development;
- Develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;
- Develop skills of critical analysis and evaluation.

Southwark Diocese Religious Education Policy (2013)

Time Allocation

- Religious Education is taught for a minimum of an hour a week at Key Stages One and Two, throughout the school year.
- In Early Years Foundation Stage, Religious Education is taught for a minimum of 40 minutes a week.
- Religious Education is a core subject and as such, should not be used as a PPA subject.

Religious Education Syllabus

- The schemes of work are based on the guidelines issued by the Southwark Diocesan Board of Education.
- In accordance with the Diocese of Southwark, our Religious Education syllabus is 2/3 Christianity and 1/3 other religions and faiths.
- The areas of Christmas and Easter are revisited in increasing depth and complexity as the pupils mature.

Teaching and Learning

- We base our teaching and learning style in Religious Education on the key principle that good teaching in Religious Education allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.
- A variety of teaching methods should be used to teach RE, such as role play/drama, stories, music, artefacts, pictures and art (where appropriate, links are made between other curriculum areas).
- Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development.
- We encourage children to think about their own views and values in relation to the themes and topics studied in the Religious Education curriculum.
- Our teaching and learning styles in Religious Education enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.
- We use their experiences at religious festivals such as Christmas and Easter, to develop their religious thinking, actively encouraging children to share their experiences and understanding

(this can apply to children of other faiths, for example a Jewish child sharing their experiences of Passover).

- We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths.
- Children study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.
- Many opportunities should be given for thinking, talking, listening and responding to others respectfully.
- 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 and open ended tasks so to have a variety of responses;
 - Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - Providing resources of different complexity, adapted to the ability of the child;
 - Using classroom assistants to support the work of individuals or groups of children.
- It is possible that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs, which may be different from their own.
- Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.
- Teachers should use their assessment of the children when planning the lesson and when pitching the work.

Assessment of Religious Education

- Assessments will be levelled according to the National Curriculum National Guidelines for Assessing RE and 'I can' statements (located on the medium planning for each topic), of which each class has been given a copy – these levels will be entered into Target Tracker.
- Assessments should be designed to show achievement in both AT 1 (Learning about Religion) and AT2 (Learning from Religion).
- There is a portfolio of assessment work in the staff room containing work from all years and a range of abilities, to use as an example of work, and as a reference point for teachers.
- Information about children's learning and progress in Religious Education is included every child's end of year report.
- RE is included in termly data review meetings with teachers.
- RE is included in book scrutinies carried out each term.
- Governor visits to the school have a focus of RE and Christian distinctiveness.

The Learning Environment

- To promote the importance of RE within school; all classrooms are to display examples of RE work or activities.

- Every classroom to have a dedicated prayer and reflection area, to support opportunities for whole class prayer and quiet times.
- Each classroom should have a Prayer Box and teachers should encourage children to write prayers to share with the class.
- The School Values, as rooted in the Christian Faith, should be actively discussed and referred to in each class, as well as being on display.
- A prayer should be said before going out to lunch, as well as at the end of the day.
- The 'Faith Zone' (on the school website) should be used to:
 - Provide opportunities for making links between major Christian Festivals in the Christian Calendar;
 - Highlight the World Council of Christian Prayer Blog to encourage wider thinking of people around the world.

Inclusion and Equal Opportunities

- We believe that all children should be treated equally and have equal access to the curriculum, resources, support and the wider school life, regardless of disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- Opportunities are offered for all to develop to their full potential and achieve success.
- We will also respect the equal rights of our staff and other members of our school community.

Home, School, Parish and Diocesan Partnerships

- The Queen's School is a Church of England school that is rooted in the Christian faith. The mission statement is clearly conveyed to parents who understand the school's Christian ethos, support it and feel involved.
- The parish clergy visit the school regularly, work with the staff and pupils and lead collective worship.
- There is a good partnership between school and parish, each supporting the other.
- The school makes effective use of the opportunities provided by the Southwark Diocesan Board of Education.

Roles and Responsibilities within Religious Education

The role of the subject leader

- It is the subject leader's role to monitor and review the teaching and learning of Religious Education throughout the school.
- The subject leader keeps abreast of current developments in Religious Education by attending relevant course and attending subject leader meetings.
- The subject leader is responsible for overseeing the development and maintenance of resources and artefacts.
- The subject leader supports members of staff with the planning of Religious Education.
- The subject leader supports the Christian Ethos of the school.

The role of the head teacher

- To ensure that the National Curriculum and statutory requirements from the Church of England are covered.
- To discuss curriculum delivery with the Religious Education Subject Leader.
- To ensure the implementation of the Religious Education policy and scheme of work.
- To keep the Religious Education Subject Leader and other staff up-to-date on recent relevant changes in government policy.

The role of the class teacher

- To implement the school's Religious Education policy and scheme of work, teaching an engaging, relevant and high-quality Religious Education curriculum which follows the legal requirements.
- To follow school planning and assessment procedures.
- To plan for a range of abilities and ensure that the teaching of Religious Education is fully inclusive.
- To report annually to parents about progress and achievement in Religious Education

The role of the governors

- Governing bodies must ensure that Religious Education is provided as part of the school's basic curriculum, following the appropriate syllabus.

Review date: January 2019
