


ST STEPHEN'S CofE First School



RE Policy

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| Recommended by:                   | SC   |
| Recommendation Date:              | 02.12.24   |
| Ratified by:                      | Chair's Action/ LAGB   |
| Signed:                           |  |
| Position on the Board:            | Chair of LAGB  |
| Ratification Date                 | 02.12.24   |
| Next Review:                      | September 2025   |
| Policy Tier (Central/Hub/School): | School   |

OUR VISION:

WE ARE COMMITTED TO THE CHRISTIAN ETHOS - EVERY CHILD IS SPECIAL IN THE EYES OF GOD AND WE TEACH THAT ALL PEOPLE SHOULD LOVE, CARE FOR AND RESPECT ONE ANOTHER AND OUR PLANET.

*It is our ambition that all our pupils use our 6 Christian values **Confidence, Resilience, Empathy, Forgiveness, Love** and to be **Reflective** to achieve our vision and mission.*

**'A New Commandment I give you, 'Love one another as I have loved you.'** John 13:34

It is from this Commandment and the teachings of Jesus that we teach our children the six Christian values.

**The school vision and values are linked to theology.**

**Love:** God loved the world so much. (John 3.16) As we are loved by God, we are called to respond in how we love God and each other (1.Cor 13.40-5)

**Forgiveness:** We seek to forgive others as we are forgiven by God. (Matthew 6.12)

**The Principle Aim:**

**Worcestershire Agreed Syllabus 2020-2025**

'The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

**The aims of RE:**

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
  - Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.

- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
  - Recognise how and why sources of authority are used, expressed and interpreted in different ways developing skills of interpretation.
- 2. Understand the impact and significance of religious and non-religious beliefs so that they can:**
- Examine and explain how and why people express their beliefs in diverse ways.
  - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
  - Appreciate and appraise the significance of different ways of life and ways of expressing meaning.
- 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied so that they can:**
- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
  - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
  - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

(Developed from: **Agreed Syllabus for Religious Education for Worcestershire 2020-2025** .)

**Objectives:**

The Religious Education curriculum will be based on;

1. 'Understanding Christianity' and the Worcestershire Agreed Syllabus 2020-2025
  - **Making sense of beliefs:** Identifying and making sense of core beliefs and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.
  - **Making Connections:** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

- **Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

**Skills:**

**1. Understanding Christianity:**

- Asking questions
- Interpreting art
- Interpreting different texts
- Comparing and contrasting
- Evaluating
- Interviewing
- Applying
- Analysing
- Challenging
- Empathising
- Arguing
- Reflecting
- Imagining
- Puzzling

Looking closely the majority of these may be tackled with children in all key stages, but at different levels of complexity.

**2. Worcestershire Agreed Syllabus 2020-2025**

- Discovering: EYFS
- Exploring: KS1
- Connecting: KS

**Content:**

The content of the R.E. curriculum is in accordance with the locally agreed syllabus of Worcestershire County Council as recommended by the Diocesan Board of Education of Worcester.

The content of the RE curriculum is also in accordance with the Understanding Christianity resources developed in association with RE today.

The content of the R.E. curriculum reflects the fact that the school is an aided school and teaches Christianity as a living faith, whilst considering the teaching and practice of the other principal religions represented in this country.

R.E. is seen as part of the basic curriculum and has equal standing in relation to the National Curriculum subjects within the school's curriculum.

**Year R: Discovering:**

**UCR F1:** Why is the Word God so important to Christians? Key Concept: Creation.

**UCR: F2:** Why is Christmas special for Christians? Key Concept: Incarnation.

**WAS: F4:** Being special where do we belong?

**UCR: F3:** Why is Easter special for Christians? Key Concept: Salvation

**WAS: F5:** Which places are special and why?

**WAS: F6:** Which stories are special about our world.?

**Only four of these areas need to be taught in Year R.**

**Year 1:**

**UCR: 1.1:** What do Christians believe God is like? Key Concept: God.

**UCR: 1.3:** Why does Christmas matter to Christians? Key Concept: Incarnation.

**WAS: 1.5:** What makes some places sacred to believers?

**WAS: 1.7:** What does it mean to belong to a faith ?

**Year 2:**

**WAS: 1.2:** Who is a Muslim and how do they live?

**WAS: 1.3:** Who is Jewish and how do they live?

**UCR: 1.5:** What does Easter mean to Christians? Key Concept: Salvation.

**UCR: 1.2:** Who do Christians say made the World? Key Concept: Creation.

**UCR: 1.4:** What is the Good News Christians believe that Jesus brings? Key Concept: Gospel

**Year 3:**

**WAS: L2.7:** What do Hindu's believe God is like? (Brahman/atman)

**UCR: 2a.3:** What is the 'Trinity' and why is it important for Christians? Key Concept: Incarnation

**UCR: 2a.2:** What is it like for someone to follow God? Key Concept: People of God.

**UCR: 2a.6:** For Christians what was the impact of the Pentecost? Key Concept: People of God

**WAS: L2.9** How do festivals and worship show what matters to a Muslim?

**WAS: L2.12** How and why do people try to make the world a better place?

**Year 4:**

**UCR: 2a.1:** What do Christians learn from the creation story? Key Concept: Creation.

**WAS: L2.8:** What does it mean to be a Hindu in Britain today?

**WAS: L2.10:** How do festivals and family life show what matters to Jewish people?

**UCR: 2a.5** Why do Christians call the day Jesus died Good Friday? Key Concept: Salvation

**UCR: 2a.4:** What kind of world did Jesus want? Key Concept: Gospel.

**WAS: L2.12** How and why do people mark the significant events of life?

### **Time Allocation**

**'Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring that curriculum is coherent and shows progression, particularly across transition between key stages.'** Agreed Syllabus 2020-2025.

**There is a minimum allocation of 5 per cent of curriculum time for RE.**

**EYFS:** 36 hours of RE per year: 50 minutes per week or through continuous provision.

**Year 1 and Year 2:** 36 hours of tuition per year. An hour a week or less plus a series of RE days.

**Year 3 and Year 4:** 45 hours of tuition per year. An hour a week or less plus a series of RE days or weeks.

### **Right of withdrawal:**

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has the duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn the law provides for

alternative arrangements to be made for RE of the kind that the parents want the pupils to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching if the withdrawal does not affect attendance.

### **Equal Opportunities**

- Every pupil has an entitlement to religious education RE.
- RE is a necessary part of a broad and balanced curriculum and must be provided for all registered pupils in state funded schools in England.
- This requirement does not apply to children who are below compulsory school age.
- The 'basic' school curriculum includes the national curriculum, RE and PSHE
- **School population**

Approximately 77% of children attending St Stephen's CE RSA Academy currently represent other communities and religions. The other 36% are either Christian or non-religious

### **I.C.T.**

A variety of modes of I.C.T. may be useful tools in this area of the curriculum, computer, DVD, video, TV, radio, music and photography. The use of computer communication software is of particular use to the R.E. curriculum.

### **Organisation of teaching and learning**

Pupils will be grouped in a variety of ways appropriate to the part of the curriculum being taught.

R.E. will be taught mainly as discreet lessons where cross curricular links will be highlighted if appropriate.

### **Differentiation**

Mostly this will be achieved by monitoring the outcome of the children's' responses to the same task. Consideration is made for Special Needs children through HQT as well as adult support when and if required.

### **Assessment and record keeping:**

Assessment will be by teacher assessment and the coordinator for RE. This is based on the learning outcomes within the Agreed Syllabus for RE 2020- 2025 and the

Understanding Christianity Curriculum. Teachers will assess the efforts made by each pupil and inform parents annually on the child's report.

In RE by the end of each Key Stage pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programmes of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by the teachers using criteria arising from the programme of study. (**Agreed Syllabus 2020**)

**Page 127 of the WAS 2020-2025 for RE outlines the end of Keys stage outcomes.**

### **Management of the RE Curriculum**

It is the role of the co-ordinator to -

- Be aware of R.E.'s place and development throughout the school, its continuity and progression
- Support staff by providing resources where possible
- Act as a monitor of the subject ensuring balance and establishing the effectiveness of the curriculum
- Provide INSET training linked to the School Development Plan and staff requirements if possible within the constraints of time and budgeting commitments.
- Keep up to date with current practice.
- Attend CPD from the Diocese to support the RE curriculum.

The teaching staff are responsible for teaching the agreed year group programmes of study and to evaluate as appropriate.