



RE POLICY

Committee Responsible:	Curriculum Committee
Person Responsible:	Headteacher
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Signed.....

Date.....



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1.Introduction:

We believe the teaching of Religious Education and Collective Worship makes a distinctive contribution to the school curriculum as it allows pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

The implementation of this policy is the shared responsibility of all the teaching staff.

2. Aims

St James' School follows the aims and objectives set out in the West Sussex Agreed Syllabus. The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different



ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

3. Objectives

Early Years Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key Stage 1

Enable pupils to:

- become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition;
- use and experience the creative arts in the exploration and communication of religious thoughts and feelings;



- develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration;
- begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

Key stage 2

Enable pupils to:

- acquire a more coherent knowledge of the life and teaching of Jesus;
- understand the structure of the Bible and obtain a basic knowledge of its key personalities;
- explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- become familiar with different ways of communicating and interpreting religious experience;
- become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.

4. Schools' Curriculum

RE Curriculum Planning:

The long term planning for RE is set by the RE co-ordinator, in discussion with staff, and is held in shared drive. We are currently following a two year cycle all of the topics that need to be covered are shared across the two years and are split into phases (YR/1, Y2/3, Y4/5)

Medium Term planning is available to all staff, and held by the RE co-ordinator. This informs you of what should be covered in the teaching of that topic area as well as key questions and vocabulary to be used. It does not state how long the topic should take to cover, so that is down to the time available and the ability of the children you are planning for. This planning is transferred onto the school's own planning formats.

It is clearly stated in the 'Agreed Syllabus' that R.E. is concerned with educating pupils about religion generally. It is not concerned with a particular faith; this is the responsibility of the family or the faith community.



Pupils should learn about Christianity as the main religious tradition in this country, but also about the teaching and practices of some of the other principal world religions represented in this country.

Promoting spiritual, moral, social and cultural development through religious education

Religious education provides opportunities to promote ***spiritual development*** through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

Religious education provides opportunities to promote ***moral development*** through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice and creation, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.



Religious education provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

5. Organisation

RE is to be taught through a combination of classroom work and work linked to Worship. It is to be coordinated to ensure the highest quality of learning experiences for pupils and to cover the requirements of the West Sussex 'Agreed Syllabus'.

The curriculum is planned to deliver RE through a combination of methods:

- RE is to be taught mainly through RE Units linked with the cross curricular school topics whenever possible;
- The opportunity is to be taken to deliver particular areas of RE at school Worship. The work is to be carefully planned and followed up in class when appropriate. This includes the religious observances and festivals of other faiths;
- Other RE topics are to be taught at different times of the year, covering: Christmas, Easter, Harvest, Advent, Shrove Tuesday etc.

Further details can be found in long and short term plans.



6. Time Allocation

The School is to give 5% of curriculum time to RE, in line with the recommendations of the West Sussex 'Agreed Syllabus' and the Dearing Report. It is anticipated that the actual amount of time given each week will vary.

7. Assessment, Recording and Reporting

Teachers are to use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the 'Agreed Syllabus'. This should include:

- Regular marking and feedback of pupils work;
- Observing the work of groups and individuals and recording the outcomes;
- Keeping records of achievement at the end of a unit of work;
- Reporting assessments to the RE co-ordinator.

Pupils' achievement and attitude in RE is to be reported in the annual report to parents.

8. Collective Worship:

As a Christian school there is high quality collective worship each day. There are Christian themes for each week of the year, drawn up by the Headteacher and Vicar. We currently follow the themes from 'Values for Life'. The themes are taken from here and then broken down throughout the week in the various collective worship sessions. In every assembly there should be a shared prayer or time of reflection. There is a time allocation of 1 hour and 15 minutes a week for acts of worship.

At St James' School we aim to:

- Provide an opportunity for pupils to meet together as a whole school.
- Provide an opportunity to reflect on life and prayer.
- Introduce the children the religious worship in a meaningful and honest way.
- Enable children to worship God.
- Encourage and develop a sense of community in each school.
- Reinforce a Christian ethos and celebrate the ideals and values of the schools.



Collective worship should normally include the following:

- Prayers
- Hymns
- Bible stories or references
- Discussion or talk
- Pupil participation

Prayers:

As a school we have the St James' School prayer which is often recited in many of the collective worship sessions as well as The Lord's Prayer. These prayers should be well known by all of the children in school. Every lunchtime a child will lead the prayer. The children also say the school prayer before the end of the day. This provides a moment of calm and reflection before lunch and before leaving at the end of the day.

9. Equal Opportunities

The school equal opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition, it is important to ensure the work being covered is appropriate to pupils who come from particular religious backgrounds or none.

10. Pupil Withdrawal

When parents request that a child be withdrawn from RE or collective Worship, they should meet with the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from.

11. Resources

Books, artefacts and other resources for classroom use are to be available from the RE Resource shelves. A range of RE books can be found in the pupils' libraries.

Further resources can be borrowed from the Schools Library Service or through the Diocesan RE loan collection .

12. Community Links

St James' School maintains good links with its local Church, St Giles'. The vicar supports the school and the church building is used for special occasions.



A range of special occasions are planned throughout the year, to which parents and friends are invited. These include the Carol Service, Harvest Festival, Easter Service and Leavers Services.

13. The role of the subject leader:

- Work closely with the head teacher, RE Governor and the Vicar, Fr Peter.
- Provide guidance and support for all staff.
- Provide training for all staff as and when the need arises.
- Review and monitor standards in RE and Collective Worship.
- Contribute to the completion of the SIAMs toolkit.

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