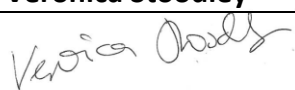


Four Marks CE Primary School Policy for Religious Education

Date of Policy Issue	April 2020
Review Date	November 2024
Review Schedule	4 years
Date of next Review	November 2028
Name of Responsible Manager / Headteacher	Veronica Stoodley
Signature of Responsible Manager / Headteacher	
Chair of Governors	Jon Elliman
Summary of Key Changes	Change of Name- Youth and Children's Support Worker. P4

"So let's choose for ourselves what is right. Let's learn together what is good." Job 34:4

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Introduction

At Four Marks Church of England Primary School we believe that the starting point for Religious Education (RE) is the child's own developing awareness of their own spirituality, moral standards and codes of behaviour, their experiences and their attempts to make sense of them. Through Religious Education, we seek to help children understand the world of faith, spirituality and religion, encouraging them to reflect in as great a depth as they are able, on the experiences that life brings their way.

At Four Marks Church of England Primary School, we intend that RE will:

- Adopt an enquiry- based approach as recommended by Ofsted and in line with the locally agreed syllabus, beginning with the child's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Not attempt to convert pupils to a particular faith, but give them time and space to discuss religious, spiritual and /or philosophical ideas.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses, developing an increasing openness to the plurality of ways it is possible to be religious.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice. As a school, within our RE programme, we will teach and give children a deeper understanding of Judaism in KS1 and Islam and Hinduism at Key Stage 2 alongside Christianity.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.
- Provide an opportunity for children to engage with religious texts and theological ideas.

Teaching and Learning

Four Marks Church of England Primary School is a Voluntary Controlled School, therefore we deliver RE in accordance with Hampshire Agreed Syllabus 'Living Difference IV'. We use the 'Understanding Christianity' resource, alongside the 'Big Story of Christianity' (Frieze) to enrich our exploration of theological concepts and Christianity in particular. We base our teaching and learning style on the principle that outstanding teaching in RE allows children to reflect on both what the religious concepts mean to them and also what they could mean to others. In a RE lesson at Four Marks Church of England Primary School, visitors will see a wide range of challenging, enjoyable and stimulating experiences that are accessible to all. We have regular visitors, trips and artefacts to enrich learning. Through RE, the children explore the meaning, purpose and value of life, through gaining knowledge and understanding of key concepts which relate to their own lives, the beliefs and practices of Christianity and other major religious traditions or worldviews represented in Four Marks and the United Kingdom, to help them form informed and respectful views of the world that they can apply to their own experiences. Additionally, we support children's Social, Spiritual, Moral and

Cultural development through participation and co-operation with others, for example, meeting people who are believers and encounter the practices and customs, art, music and literature that underlie what they do.

How is RE organised in this school?

Living Difference and Understanding Christianity bring together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry has a five step process which starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. We help children to debate 'big questions' that are not easily answerable. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position. As a Church of England school, at least 50% of our teaching focus is based on Christianity. In Foundation Stage, Key Stage 1 and Lower Key Stage 2 (Years R-4) children study Christianity and Judaism. In Upper Key Stage 2 (Years 5&6), children study Christianity, Hinduism and Islam.

Differentiation/SEND

Living Difference IV and Understanding Christianity are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Assessment

Each enquiry has built-in assessment so that teachers can ensure children are making progress with their learning throughout their RE. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit assessment.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class which is kept on an excel assessment sheet. This supports teacher overview and facilitates subject leader monitoring and moderation. Reporting to Parents/Carers: The assessment process described above helps teachers report to parents/carers. RE enquiries give teachers meaningful evidence to cite in the annual report to parents Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. RE plays an important part in teaching our school Christian values. We believe that a person's core values are strongly held beliefs about themselves and the world around them that help to shape their lives.

When posing questions and debating religious ideas, we encourage the children to apply their thinking to our school Christian Values of Love, Integrity, Forgiveness and Equality, and also the core Christian scripture that underpin these values:

'So let's choose for ourselves what is right. Let's learn together what is good.' (Job 34:4)

'You show love for others by truly helping them, and not by merely talking about it.' (1 John 3.18).

Through our school policy for RE, we want everyone within our school community to learn to show respect with all that they do and in how they approach things and compassion towards others and themselves.

External contributors from the community, e.g. our local clergy – Howard Wright (Vicar), Virginia, our Youth & Children's Support Worker (Church of the Good Shepherd), dance workshops and local members/speakers from other religions etc. make a valuable contribution to the RE programme, as do visits to places of worship including the Medina Mosque and Hebrew Synagogue both in Southampton, and Winchester Cathedral. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues: Involving parents and carers

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression. Within our teachings, it is also important to uphold the Christian ethos of the school whilst still respecting the beliefs and views of others.

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers (collectively referred to as parents) are/will be given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays

Withdrawal from RE lessons

Parents have the right to withdraw their children from all or part of RE. Those parents wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and will be given the opportunity to discuss this, if they wish. The school will also review such a request each year, in discussion with the parents.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship policy.
- Teaching and Learning Policy
- Equality Policy
- Child Protection Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding RE issues is incorporated in our whole staff training programme, drawing on staff expertise and/or a range of external agencies. We access the use of the diocesan planning and development team.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.