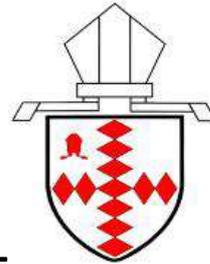




St Paul'S (C OF E) PRIMARY SCHOOL



RE Policy Respect, Trust, Compassion

Vision

Led by the hand of God, our core Christian values of respect, trust and compassion provide the foundation for maximising academic and spiritual growth of every member of our school

Values

- We are a church school, which believes in the importance of **respect**, where people from all races, religions and cultures work together as one community.
- Our pupils, staff and families work together as a team, with **trust** supporting each other through our learning journeys.
- We recognise the fundamental importance of **compassion** as basis for all that we do and how we look after each other's wellbeing.

Reviewed: January 2019

Next Review: Spring 2020

Vision and Values

Entitlement

St Paul's Primary School is Church of England school. This means that the teaching of RE is given significant importance. The Governors have adopted the Southwark Board of Education's syllabus which is taught in each class by the class teachers, from Reception to Year Six.

In order to allow the children to have the opportunity to explore deeper questions about life and to learn about Christianity alongside a wide range of other faiths and cultures it is placed in the Core part of our Teaching, Learning and Assessment model. Further to this, we allocate 5% of our curriculum time (half a day) to the subject. We teach RE through an enquiry model, using Art, Dance, English, Drama, through visits and visitors.

The National Society has issued a statement to help explain the children's educational entitlement for high quality RE. This can be found at:

How we approach the teaching of RE

As a Church of England School we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but will provide a foundation for Christian learning for life. Children will be encouraged in their exploration of the spiritual dimension of life and the environment will be set for them to experience an awareness of God. Further opportunities will be given for children to learn about other world faiths, not merely to compare but to enhance their understanding of the Christian faith. The school works closely with the Southwark Diocesan Board, following their guidelines and tailoring these to meet the specific needs of our children.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1998 School Standards and Framework Act (SSFA). This stipulates that Religious Education is compulsory for all children registered at the school. The SSFA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. It is hoped that the aims of R.E. are understood by the whole school community, such that RE is seen as relevant for all pupils in the school, regardless of their background or beliefs. The SSFA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. Our school R.E. curriculum is based on the SDBE's Agreed Syllabus. The 1996 Education Act states that the R.E. syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Assessment

Termly assessment is carried out through diagnostic marking of both AT1 and AT2 strands (see Appendix 2 for a more detailed explanation). Each pupil is given a level against each strand and class lists detailing these levels are to be handed to the RE Subject Leader together with evidence of learning for a lower ability, middle ability and more able pupil. The RE Subject Leader will analyse assessment termly to monitor the effectiveness of teaching to both the AT1 and AT2 strands, and to identify trends. A best fit level will be given as part of summative assessment and recorded in the same system as Maths and English at the end of the Summer Term. It should be noted that the diocese currently use levels to assess pupils' attainment.

RE Curriculum Overview

We use the new R.E syllabus developed by the Southwark Diocesan Board of Education in 2016/7
The RE Curriculum Overview details the units that are taught for each half-term and links these to specific assessment foci.

They are:

- Beliefs, teaching and sources/values and commitments,*
- Forms of expression/values and commitments*
- Practices and ways of life/ values and commitments,*
- identity and belonging/meaning, purpose and truth*

This outline aims to provide a starting base from which, teachers can explore approaches best suited to the classes they teach and their own expertise. The overview enables a balance of 2/3 Christianity and 1/3 other faiths learning each academic year, ensuring progression and continuity, whilst avoiding unnecessary repetition.

Monitoring

Monitoring of RE is done in accordance with the Middle Leaders' Document (see Leadership Document). Observations will be used to highlight strengths and areas for further support in teaching and learning delivery. In addition, the governors strategically monitor and evaluate teaching and learning as part of a careful cycle of monitoring.

Reporting Procedures

Pupil's learning and development in RE is reported to parents at the end of each Summer Term as part of the end of year reporting arrangements.

Safeguarding

As part of the RE curriculum delivery teachers are asked to arrange for visitors to attend RE lessons to further support the teaching and learning of units of work. Class teachers need to ensure that they have discussed the learning links with the visitor prior to the visit to ensure suitability of the visitor, to provide a clear focus for the visit, and to check that all safeguarding practices are in place. (See Safeguarding Policy).

Equal Opportunities

Please see Equal Opportunities Policy. This school also follows the equal opportunities guidance of the Southwark Diocesan Board of Education and Surrey County Council.

Role of Subject Leaders

The RE Subject Leader is part of a wider, SIAMS team. All members of the SIAMS team are involved in the school's RE development. This year, termly dates have been arranged throughout the school year for the R.E lead to visit and support St.Paul's school in preparing for their SIAMS inspection. The support arrangements are carefully monitored and reviewed by the Governors of St Paul's Primary in conjunction with SLT and the diocese on a termly basis. The RE lead attends RE training on CPD specific to subject leaders and in order to disseminate information regarding initiatives such as the Christianity project. She reports to Governors termly and works closely with the RE Link Governor. The RE leader works with a wider RE team who take different responsibilities for the development of the wider work around values, Christian distinctiveness and leadership and management.

Appendix 1

Spiritual, Moral, Social and Cultural

As a Church of England school the context of SMSC lies in Christian values.

The school takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education which is reinforced by many of our policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The role model standards will be practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

Definitions

Spiritual development -This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Moral development -This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development -This can be defined as a personal development concerned with living and learning in a community rather than alone.

Cultural development -This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Appendix 2

Assessing RE

There are two attainment targets for RE:

AT1 Learning about religions: knowledge and understanding. It is concerned with developing pupils' knowledge and understanding of the beliefs, teachings and practices of Christianity and other World Faiths (e.g. Islam, Judaism). This area is often described as explicit RE because it deals directly with religious beliefs.

AT2 learning from religion: explore, reflect on and respond to religious belief, values and experiences. It is concerned with the response of the individual pupil to what they are learning in RE. This attainment target values both what the pupils bring with them to RE, and what they learn from it. It encourages reflection and the sharing of pupil's ideas and concerns. This area is often called implicit RE because it explores a range of common human experiences such as feelings of joy, hope, loneliness, compassion and anger, regardless of the personal beliefs of that individual. It enables pupils to recognise the fundamental questions about life's meanings and purpose and to explore the variety of responses given to those questions by religions and philosophies throughout the ages. Where appropriate these can be linked to the school's Christian values.