



St. Andrew's

Church of England Primary School

RE Policy

1. Policy Statement

- 1.1 St. Andrew's is an academy with historic Voluntary Aided status. As such we have a legal responsibility to follow our Trust Deeds. These deeds state that the Religious Education in the school must follow the Anglican tradition.
- 1.2 St. Andrew's Church of England Primary School acknowledges the presence of God the Father, God the Son and God the Holy Spirit in all it seeks to undertake.
- 1.3 A Church of England Primary School should be distinguished by the quality of its RE teaching and its ethos of mutual trust, respect and concern for all members of the school and wider communities.
- 1.4 St. Andrew's is distinguished by its Christian Values of Love, Trust and Wisdom that have been identified by the community.
- 1.5 RE, which will be predominately Christian, will be explicit and implicit within the wider school curriculum.
- 1.6 Every child is special because they are a child of God!

2. Rationale

- 2.1 Religious Education is concerned with the exploration of the meaning of life, and with the development of an understanding of its spiritual dimension.
- 2.2 RE is more than a subject, but concerns a way of living, relationships with others and the development of the whole person.
- 2.3 RE emphasises the emotions, a sense of awe and mystery, questioning and personal decisions.

3. Aims and Objectives

- 3.1 RE in the Church School enables children to learn about religion and to learn from religion by:
 - 3.1.1 Exploring and responding to the beliefs and practices of the world-wide Christian Church.
 - 3.1.2 Experiencing and investigating aspects of the local church.
 - 3.1.3 Considering other beliefs and lifestyles.
 - 3.1.4 Reflecting on their own beliefs, values and attitudes.
- 3.2 RE permeates all that we do in a Church School – from our treatment of others, our policies and procedures, to our deeper understanding of Christianity.

4 Learning and teaching.

- 4.1 The Religious Education Curriculum is delivered in accordance with the Diocese of Chelmsford RE Syllabus.
- 4.2 RE is planned within a positive framework for progression from Early Years to Year 6.
- 4.3 RE is being delivered through the Understanding Christianity units during a transition phase as the Diocese reviews its RE policy
- 4.4 Children receive regular opportunities to develop their skills through regular access to the curriculum at an appropriate level for their ability.
- 4.5 The explicit teaching of RE introduces children to specific aspects of religion, where religious content is the focal point of the work.
- 4.6 Implicit teaching of RE teaches children about self awareness, relationships with others and encounters with the natural world. It enables children to develop in religious understanding through:
 - 4.6.1 reflecting on the fundamental questions of life
 - 4.6.2 developing the skills to understand their own and others feelings
 - 4.6.3 fostering an attitude of respect towards the views of others
 - 4.6.4 developing reverence towards the created world
 - 4.6.5 developing an ability to ask questions about belief

5 Equal opportunities. Inclusion Policy and racial Equality Policy.

- 5.1 RE activities are planned to ensure that all children are given the same opportunities to use and develop their skills and knowledge.
- 5.2 RE activities are planned to provide equal access to the RE curriculum for all children.
- 5.3 Children develop their skills and knowledge in accordance with the present policy for Equal Opportunities.
- 5.4 Please also refer to other school policies which will state these aspects in further detail.
- 5.5 Parents have the right to withdraw their children wholly or in part from the RE curriculum. When this is requested, in writing to the Headteacher, provision will be made for them within the school.

6 Special Educational needs/ More Able and talented.

- 6.1 Children with special educational needs are given access to the broadest and most engaging RE curriculum possible. Support for individual children/ groups is provided, whenever possible.
- 6.2 Children are encouraged to develop at their own pace through use of appropriate differentiation, use of resources and use of teacher/ TA support.
- 6.3 Provision for More Able and Talented children who need further challenge, motivation and engagement is actively sought

6 Assessment/ Recording.

- 7.1 Pupils are assessed at the beginning and end of each unit using guidelines from the Chelmsford Diocesan RE Syllabus and a ladder of progress based on the Understanding Christianity units. This enables staff to obtain information about children's progress and therefore to plan for future learning opportunities. Staff understand the sometimes challenging nature of assessing such a subject and are sensitive to the deep and profound nature of children's engagement within the 'big questions' of faith.
- 7.2 In all year groups, Teacher Assessments are shared with parents in end of year reports.
- 7.3 Information used to inform teacher assessments are diverse and varied. They include:
 - 7.3.1 Questioning and discussion
 - 7.3.2 Listening
 - 7.3.3 Structured observation
 - 7.3.4 Children's written work
 - 7.3.5 Children's drawing or plans
 - 7.3.6 Children's artistic creations

These are then compared to the level descriptors in the Chelmsford Diocesan Syllabus.

8 Monitoring / Development Planning

- 8.2 RE is monitored by HofS/ Subject leader / Governor and takes many forms.
- 8.3 The RE leader is responsible for reviewing progress in the RE learning for all children and planning next steps – please refer to the leader development plan for the current developments.

9 Resources.

- 9.2 The RE leader is responsible for buying and maintaining RE resources for the school. This equipment is stored as a central resource in the school hall.

10 Health and safety.

- 10.2 All children will be taught to have regard to health and safety issues.
- 10.3 Teachers are required to undertake risk assessments where necessary.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

11 Rationale

- 11.1 As a Church of England School, we seek to develop an ethos in our school whereby the spiritual, moral, social and cultural needs of all within the school community are supported.
- 11.2 This will be expressed through our response to the gospel call to love.

“The manner and style of relationships in the school are part of the sign of that response and it is in that that we must never cease to strive always to practice what we preach”.

12 Spiritual

- 12.1 As a Christian community we strive to support the pupils in the development of their spiritual life, so that through reflection, pupils will acquire insights and attribute meaning and purpose to personal existence.
- 12.2 We believe that this begins with a personal experiential encounter with the living Christ and that once experienced this needs to be fostered and developed through:
- 12.2.1 personal and community prayer
 - 12.2.2 a sense of God’s presence permeating the life of the school
 - 12.2.3 liturgies where pupils become aware of entering His presence
 - 12.2.4 hearing His word spoken in Scripture
 - 12.2.5 experiencing the community of the faithful
 - 12.2.6 celebration of the Eucharist during specific Christian Celebrations
 - 12.2.7 a curriculum that creates a sense of awe, wonder and of the transcendent
 - 12.2.8 quiet times of reflection
 - 12.2.9 opportunities to express personal views and insights whilst searching for the truth together

13 Moral

- 13.1 At the heart of the Church’s and the school’s moral teaching lies the understanding that we love because we are first loved by God.
- 13.2 We are called to reflect God’s love for us in our relationships with others and, since His love is unconditional and freely given, we have been given the freedom to respond to His love, or reflect Him.
- 13.3 How we understand and use this gift of freedom is crucial to our moral development – to our becoming fully human. At St. Andrew’s we believe:
- 13.3.1 love is at the heart of the Christian understanding of morality
 - 13.3.2 morality touches all aspects of the curriculum
 - 13.3.3 every free human action has a negative or positive influence on life
 - 13.3.4 individuals are created free by God to choose what is right or wrong
 - 13.3.5 we, as a Church, hate the sin but love the sinner
 - 13.3.6 misdemeanours need to be dealt with but the individual must be treated with respect
 - 13.3.7 pupils should grow in their understanding of what is right and wrong so as to become autonomous moral agents.

14 Social

- 14.1 God did not create mankind for life in isolation, but for the formation of social unity. Therefore, it is part of the responsibility of the school to support pupils, and their families, in the formation of good social attitudes. The school community will nurture our pupils to:
- 14.1.1 learn about the obligations, constraints and satisfaction that go with membership of a group and community
 - 14.1.2 become aware of their own identity as individuals and to take account of the feelings of others
 - 14.1.2 experience, through the social organisation and management of the classroom, opportunities to learn and develop correct social skills and attitudes
 - 14.1.3 participate in a supportive way in group and school activities so as to develop co-

operative skills that will help all to live with each other

14.1.4 learn what it means to be a responsible citizen.

15 **Cultural**

15.1 Cultural development is the increasing understanding and command of those beliefs, values and customs, knowledge and skills which taken together form the basis of identify and cohesion in societies and groups. Cultures grow and change; features of the past influence and present and will shape its future form. Pupils at St. Andrew's will:

15.1.1 be introduced to the values and customs held within our Christian cultural tradition

15.1.2 be taught about the values and customs of our national culture

15.1.3 become aware of cultures of the past through historical programmes of study

15.1.4 respect the values, customs and cultural heritage of people who belong to other faiths or ethnic cultures

15.1.5 have their cultural achievements outside school acknowledged and valued

15.1.6 be taught through a curriculum which will enrich, deepen and broaden their experience of all cultural excellence whether aesthetic, mathematical literacy, technological, musical or scientific.

16 **Review.**

16.1 Policy to be reviewed 3 yearly. (Values changed July 2017)

16.2 Next review Spring 2018