

**GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY**



Two are better off than one, because together they can work more effectively.

**Ecclesiastes 4:9**

**RELIGIOUS EDUCATION POLICY**

**Approved by the Full Governing Body 2019**

## ***'Together we are great'***

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork

Religious Education (RE) is taught as part of a broad and balanced curriculum, which will enable each and every child to develop confidently to the very best of their ability. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental, physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

Through RE, children learn about both Christianity and other world religions. In addition to this, they are able to develop their own sense of identity, personal values and beliefs. Alongside subject knowledge, the teaching of RE promotes key life skills such as tolerance, acceptance, respect, love and care.

### **Curriculum**

A curriculum map, adapted from the Chelmsford Diocese RE Syllabus, is followed in all year groups. This ensures children have access to a broad and balanced RE curriculum, which both embraces our embedded Christian character and celebrates different world religions.

The Diocesan Syllabus is based on the expectation that the following times are dedicated to RE teaching: Key Stage 1: 36 hours per year Key Stage 2: 45 hours per year. These time allocations may be blocked where appropriate.

RE may be taught implicitly or explicitly. Many of the units covered lend themselves to being taught in a cross-curricular manner and may be delivered in conjunction with another subject area. Equally, the planning and delivering of termly Class Collective Worship, assemblies, whole school participation in church services and regular opportunities for Year 6 to plan and lead Key Stage assemblies all contribute to the RE curriculum.

### **Curriculum Aims**

As referenced in the Diocese Syllabus, RE in school should enable pupils to:

- Acquire and develop knowledge, understanding and respect for the beliefs and practices of Christianity and the other principal religions represented in Great Britain
- Reflect on beliefs, values and traditions in order to understand their influence on individuals, communities, and culture
- Make informed responses to religious and moral issues
- Express curiosity about and learn to grapple with fundamental questions of life
- Develop and deepen their own belief, values and sense of self-worth
- Make their own spiritual journey.

To achieve these aims, RE is separated into two attainment targets: AT1 – Learning about religion and AT2 – Learning from religion.

**Learning about religion (AT1) includes:**

- Enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression;
- Developing pupils' skills of interpretation, analysis and explanation.
- Pupils learning to communicate their knowledge and understanding using specialist vocabulary;
- Identifying and developing an understanding of ultimate questions and ethical issues;
- Knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

**Learning from religion (AT2) is concerned with:**

- Developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion.
- Developing pupils' skills of application, interpretation and evaluation of what they learn about religion.
- Pupils learning to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

**Planning and delivering lessons**

Class teachers are responsible for planning and delivering high-quality, thought provoking RE lessons in accordance with the whole school curriculum map. Lessons should provide an appropriate level of challenge for all pupils. Medium Term Plans are made available to the SMT termly and the RE Subject Leader if requested. Support staff are used effectively in lessons to support or enhance children's learning. They have access to teachers' RE plans where appropriate. If suitable, the use of religious artefacts, ICT opportunities and other resources are used in lessons to enhance the children's learning.

**Evidence**

RE work is completed in books from Year 1 to Year 6 and folders for Reception. To ensure that the RE curriculum is delivered in a creative manner, books contain a mixture of evidence. This may include written work, artistic pieces, photographs, speech bubbles or quotes. Each class has the school and Lord's prayer on display and there is evidence of RE learning in displays and reflection corners. Whole school displays are used to celebrate RE themed weeks, MME assemblies and whole school progression and Prayer Space session evidence is made available for all to enjoy. A selection of RE evidence is also kept in the Subject Leader file.

**Assessment**

Termly MME assessments are completed by class teachers. These are shared with the SMT and collated by the Subject Leader who oversees the subject's progression throughout the school. Data is inputted into a termly subject monitoring sheet to ensure any issues are identified promptly and tracked over time. A rota for MME assemblies is followed so that RE work can be shared and celebrated with the rest of the school.

Children are also encouraged to regularly reflect upon and assess their own learning of RE in lessons, assemblies and, where appropriate, class council sessions.

### **SIAMS School Inspection**

All Church of England dioceses use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act 2005.

The principal objective of SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a Church school, and how well the distinctive Christian character and ethos of the school ensure the development and achievement of the whole child or young person. The SIAMS Inspection is conducted by an external inspector.

### **Self-Evaluation Form (SEF): Vision Provision Impact:**

Schools are expected to undertake their own self-evaluation to prepare for SIAMS. The principle of SIAMS, like most inspections, is that the inspector verifies the school's self-evaluation. Inspectors will ask schools to send them their self-evaluation when they contact the school.

In whatever way it is approached, self-evaluation should have in mind the following three questions:

- Who we are as a school?
- Why we are here?
- How then do we live?

The SEF will be the starting point of SIAMS which will seek to answer the following inspection question: **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

It is the responsibility of the governors to ensure the self-evaluation process happens, however the whole school community should be involved in developing the SEF document. Overall the SEF should be regarded as an audit tool for Church school improvement; an opportunity for the whole school community to reflect on its provision and seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

### **The SEF and Inspection is based upon the following seven strands:**

Strand 1: Vision and Leadership

Strand 2: Wisdom, Knowledge and Skills

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Strand 4: Community and Living Well Together

Strand 5: Dignity and Respect

Strand 6: The impact of collective worship:

Strand 7: The effectiveness of religious education

### **Role of the Clergy**

The children take part in church services throughout the academic year to coincide with both the Christian and academic calendar. These services involve the whole school community and are led by our local vicar. Members of the clergy are also welcomed in school to support with RE provision and delivering of assemblies. They adopt a pastoral role for children and staff.

### **Community Links**

As well as members of the clergy, the local community are invited into school to assist and enrich children's education in RE. Members of different faiths are welcomed into school to supplement the children's understanding of world religions and efforts are made to develop links between the school and local religious groups.

### **Role of Parents**

To assist with RE, parents are welcomed into school to support themed weeks and, where appropriate, individual lessons. Parents who follow a different faith are invited to share their area of expertise with the children. Families are invited to watch themed weekly assemblies which are planned and delivered by each class every term. In some circumstances, parents may wish to withdraw their child from RE in school, however this has to be organised and agreed in consultation with the Head Teacher.

### **Equality and Inclusion**

There are many opportunities to promote equality throughout RE teaching. Respect and equality form an integral part of every RE lesson. All children in school are entitled to access to high quality RE provision. Lessons are differentiated to ensure all children have full access to the RE curriculum.

### **Subject Leader**

The role of the Subject Leader is to support staff in the development of the subject and support the whole school promotion of RE. This role includes: regular monitoring of planning and lessons, work scrutiny, collection and an analysis of RE assessments, ordering resources, attending CPD opportunities, leading staff meetings, supporting with different aspects of school trips, organising themed weeks or inviting visitors into school. The Subject Leader is responsible for keeping the RE folder, complete with relevant documents, up to date.

### **Monitoring**

The implementation of this policy will be monitored by the Headteacher, Subject Leader and Governing Body.

### **Evaluation, Review and Revision**

This policy was written in February 2018 and updated in March 2019. It will be reviewed in three years' time or before, if it is felt appropriate. It was drawn up in consultation with, and reflects the consensus of opinion of, the Headteacher, members of the teaching staff and members of the Governing Body.

Signed:  Headteacher	Date: March 2019
Signed:  On behalf of the Governing Body	Date: March 2019
Next Review Date:	March 2022