St Clement's C of E Academy

RE Policy 2020-22

#Learning for life anchored in Christ

Our Vision

Our vision is to inspire happy, courageous, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity.

We believe being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

St. Clement's is a Church of England Academy with a VA heritage therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher, following advice from the diocese, have decided to adopt the Birmingham Agreed Syllabus and supplement this with material from the Diocese and elsewhere.

At St Clement's we reflect the beliefs of the Christian Church and all members of staff work to support the ethos and atmosphere of the school. Christianity, therefore, forms the core of the RE curriculum. Our school serves families from other faiths. Ww therefore raise pupil's awareness with a loving and caring attitude to the fundamentals of some of the major world religions.
In doing so we have an opportunity to contribute positively to the development of a society where faith helps individuals to understand one another. Differing cultures have a richness of literature, music etc. that can widen the horizons of all children in school. As we begin to understand one another's culture and faith so we break down barriers of intolerance and misunderstanding.

All Christian celebrations are shared in daily worship - Harvest, Advent, Christmas, Epiphany, Lent, Easter and Pentecost. We celebrate with children of other faiths the commonality of joyous occasions (Diwali, Chinese New Year, Eid ul-Fitr) as appropriate.

Rationale/Aims for teaching RE

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'
St Clements is a Birmingham Diocese sponsored Academy and we teach RE in line with the Locally Agreed Syllabus and The Church of England Education Office's 'Religious Education in Church of England Schools - A Statement of Entitlement' (2016)

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Through RE, we aim to develop children's knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage; to enable pupils to learn about other major world religions and world views, their impact on society, culture and the wider world, facilitating pupils' expression of responses and insights through encounter and dialogue; ensure respect those of all/no faiths in their search for God; recognise areas of common belief and practice between different faiths; enrich and expand their understanding of truth; enrich their own faith through examples of holy living in other traditions. Consideration is also given to other non-religious perspectives.

The distinctive contribution RE makes to the life of the school and other curriculum aims (and community cohesion)

As a church school we are called to find ways to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. In Birmingham Diocese, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils to the treasures of the Christian faith in a way that invites, but does not coerce.
RE subject matter 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.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE offers children opportunities for personal reflection and spiritual development.
It considers the influence of religion on individuals, families, communities and cultures.
In following the Agreed Syllabus for RE we look at the two central attainment targets.
AT1 Learning about Religion
AT2 Learning from Religion

In Learning about Religion children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.
In Learning from Religion children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

Expectation in RE

The intended outcomes for pupils at the end of their **primary** *education in church schools are that they should be able to:*

- *Talk about ideas about God and discuss deep questions that face human beings*
- *State important aspects of Christian belief, and explain why they are important for Christians*
- *Appreciate the importance of the person of Jesus Christ for Christians*
- *Develop the skills to explore Bible text and to apply it to life*
- *Provide examples of Christian practice from different denominations and different nations*
- *Begin to make a thoughtful response to Christianity*
- *Recognise the significance of faith in God as a way of living, and make links between faith and faithful living*
- *Respect the faith of others, and value the journey of faith*
- *Notice areas of similarities between faiths*
- *Talk with, and listen to, each other and people of other faiths, and none, about belief*
- *Enrich and expand their understanding of truth*
- *Speak comfortably about their understandings of faith and life choice*

Key Skills in RE

RE is more than just developing childrens' knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.
These include:
□ *Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).*

□ *Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use if ICT).*

□ *Interpretation (recognising and talking about religious symbols, stories and sacred texts).*

□ *Analysis and evaluation (developing their own views and ideas, recognising the views of others).*

Key Attitudes in RE

RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children' imagination and curiosity).

Approaches to teaching and learning in RE

RE is an exciting curriculum subject, we use the Understanding Christianity and Discovery RE resources and we employ a variety of teaching methods. These include:-

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

At KS 1 pupils study Christianity, Judaism, Buddhism and Islam

At KS 2 pupils study Christianity, Hinduism, Sikhism and Islam

Inclusion

We have a responsibility to provide a broad and balanced curriculum for all pupils. It is necessary to take into account these three principles in order to develop a more inclusive curriculum:

Setting suitable learning challenges (including SEN &G&T) see attached advice for curriculum delivery to G&T
Responding to pupils diverse learning needs
Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Assessment and Recording of RE

Assessment of pupil's attainment in RE is based on 2 criteria.

1. Their progress in the RE curriculum

A significant aspect of the assessment of pupil's progress is made in a formative way by the class teacher. It is done through marking of work against learning objectives and by discussion, where the teacher is looking for the child's ability to question, reflect and reason. The summative aspect of pupil's attainment is recorded through self- assessment/awareness of learning both at the beginning and end point of each 'unit' of work. Attainment is monitored by the RE co-ordinator using book sampling, pupil discussions and observations. Pupil's RE books stay with them year on

year and progression and attainment of learning objectives through a range of learning styles can be seen across the whole school.

2. What they learn through being in a church school where religion is an important factor in their life.

The school bases its assessments in RE by recognising that in this church school there are more influences on a child's attainment than just the RE curriculum. The religious and spiritual development of a child cannot be compartmentalised, therefore, the RE co-ordinator would not be able to define the breadth of the child's religious development in St Clement's. This links with the schools vision, values and ethos (eg behaviour, relationships, self-awareness and respect).

Responsibilities for RE within the school, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation including contributing to the Church school self-evaluation process
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- Where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- Where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, the head teacher will seek advice from the LA or SACRE.

The right of withdrawal from RE

Parents have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at St Clements.

Review

The effectiveness of this policy will be reviewed and discussed in the Spring Term 2022, alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion at their termly meeting in the Summer Term 2022.

ST. CLEMENT'S
C. OF E. ACADEMY