



St Jude's Church of England Primary School Religious Education Policy

Our children

Our St Jude's family

Happy- Inspired - Loved

The sky is not the limit

Ready for today - prepared for tomorrow

Introduction

Religious Education (RE) is a core subject in all phases, including the Early Years, and is at the heart of our Christian distinctiveness as a school. We ensure that our children learn about religion and learn from religion, enabling them to own and deepen their spiritual, moral, social and cultural development.

Aims of Religious Education at St Jude's

Our RE curriculum gives children a strong understanding of the role religion plays in our local community, making learning purposeful and relevant. Through this, children gain a valuable understanding of how religion shapes local and worldwide culture. As a Church of England school, the children develop a strong foundation of the Christian faith. Children learn about the Christian message and are given opportunities to reflect on and discuss the teachings of Jesus and the Bible. This enables the children to apply their understanding of Christianity to make reasoned and informed responses to life issues and moral choices. We aspire for all of our children to be able to reflect on their own beliefs, values and experiences and communicate their ideas about faith and truth.

Through our curriculum, children are also given the opportunity to engage with other principal world faiths, applying an understanding of religion to develop informed respect, empathy and sensitivity towards all people. We aspire for our children to understand how and why people worship in the way they do.

By the time the children leave St Jude's, they will:

- Have a strong foundation of the Christian faith through knowledge and understanding that includes Christian Beliefs and Values, The Bible, Old Testament Characters, the Life and Teachings of Jesus, Prayer and Worship, Saints, The Local Church, The Christian Community, Living out the Faith, Rites of Passage and Christian Festivals
- Be able to apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices
- Have some knowledge and understanding of the other main world faiths represented in the United Kingdom, applying an understanding of religion to develop respect, empathy and sensitivity towards all people
- Have enhanced their spiritual, moral, social and cultural development
- Have the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth
- Have the skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none.

Organisation and Planning

The RE Curriculum

RE is of central importance to St Jude's and contributes towards its Christian distinctiveness as a Church of England school. We view it as an essential core subject, alongside English, mathematics and science. We are an inclusive school, and ensure that RE is appropriate for all pupils, whatever background they come from.

We follow the Southwark Diocesan Board of Education syllabus. The study of Christianity is prioritised whilst integrally exploring the principal other world faiths. The syllabus comprises units of study, exploring religious concepts, for the teaching of Christianity at Foundation Stage, KS1 and KS2 and the study of other principal world religions, specifically beginning from KS1.

We have carefully ordered the units of work studied throughout the school to build up knowledge, understanding and skills progressively. Teachers build on learning that previously occurred within and between year groups, making necessary links and connections. More information can be found in key RE documents:

- ✓ RE Curriculum Overview
- ✓ Curriculum Map (one per class)
- ✓ RE Knowledge and Skills Progression Grid

What do RE lessons look like?

In **EYFS**, teachers use the SDBE syllabus to plan focused carpet sessions weekly for the children. The content of these sessions is then enhanced through carefully planned continuous provision and through focus activities with an adult. In addition to this, links within the Understanding the World area of learning in the EYFS framework mean that the children:

- recognise that people have different beliefs and celebrate special times in different ways.
- understand that some places are special to members of their community.
- name and describe people who are familiar to them.

In **Key Stages 1 and 2**, use the SDBE syllabus to inform their lessons which happen once a week. These lessons are progressive, sequential, innovative, creative, exciting and engaging.

Teachers are creative and experienced in adapting these plans to meet the needs and interests of their class; they ensure lessons are practical and well-resourced, with religious artefacts and objects, and have a diverse range of learning outcomes. RE lessons can involve drama, art, research, debates, computing skills and food technology. Trips to religious places of worship are also organised to contextualise children's understanding and to embed their learning.

In RE lessons, children engage with challenging questions about meaning and purpose in life and belief in God. They learn about how different religions respond to these questions and are encouraged to develop their own personal responses.

RE at St Jude's contributes to the outworking of our Christian vision and distinctiveness. We therefore use events across the Liturgical calendar to teach our children about Christianity, such as our Christmas and Easter celebrations. We have daily collective worship as a school and representatives from St Matthew's Church, Brixton, and Herne Hill Baptist Church visit us weekly to lead collective worship.

Our annual Multi-Faith Day is also a key event in our school calendar – allowing the children to embed and make connections between their RE knowledge and understanding.

Visits to places of worship are important for our children's learning. We make regular visits to St Matthew's

Church and Herne Hill Baptist Church, as well as other places of worship. Each class will visit at least one place of worship every year to enhance their learning in the classroom.

Our diverse RE curriculum:

As a school, we are passionate about and committed to ensuring that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavor to fulfill these in every curriculum area, including RE. Within this subject, we will ensure:

- Images and resources used within the RE curriculum are carefully selected by staff to ensure that they are representative of our diverse community.
- We dedicate time to learning about other faiths and as part of this, other cultures, people from those cultures and how they live their lives in line with SDBE guidance on RE curriculum time devoted to other faiths.
- Time in the school calendar is designated to learning about significant religious festivals and celebrations from all faiths including influential figures linked to these. These festivals and celebrations will include a diverse range of people, including different ethnicities, genders and cultural backgrounds.
- Our annual Multi-Faith Day is an opportunity for pupils and staff in St Jude's to celebrate our diverse community.

Timetabling

RE lessons contribute to the spiritual development of pupils, which is a very important part of the education provided by a church school. As a minimum, all classes receive 5% of timetable time dedicated to RE (excluding Collective Worship) with increased teaching time allocated at significant times of the year such as Christmas and Easter, when and if appropriate.

RE is taught for 1 hour and 15 minutes a week in Key Stage 2 and for 1 hour a week in Key Stage 1. The school's policy is that, because RE is a core subject, it is taught by the class teacher each week.

Classroom Environment

Every classroom has an RE display relating to their current learning in RE. This includes the unit of study, key vocabulary and images to prompt and support the retrieval of prior learning. Learning is recorded and celebrated each week in the children's books. In EYFS, this is a class RE book. In Year 1, this is a Curriculum Book. In Year 2 – 6 this is a RE exercise book.

Assessment in RE - Attainment Targets

To meet the school's RE aims, there are two different types of attainment targets which the school aims to achieve.

Attainment Target 1 (AT1): Learning About Religion

This attainment target aims to enable pupils to develop their knowledge, skills, and understanding of religion in reference to the following three areas:

- Beliefs, teaching and sources - How do religions (and non-religious systems) develop their beliefs, teachings and sources within their traditions?
- Practises and ways of life - How do people keep in touch with their 'faith'?

- Forms of Expression - How do people communicate their beliefs and practises to others?

Attainment Target 2 (AT2): Learning From Religion

This attainment target aims to enable pupils to relate their learning about religion to their own lives. It gives them the opportunity to answer key questions and reflect e.g How does this relate to me? What do I think? What is my interpretation and evaluation? This attainment target focuses on pupils' responses and insights in reference to:

- Identity and belonging - What do religions (and non-religious systems) say about human nature?
- Meaning, purpose and truth - What do religions (and non-religious systems) say in response to the big questions of life?
- Values and Commitments - How do religions (and non-religious systems) hope to guide people into the best possible use of life?

Each unit of study has two overarching attainment targets, one for AT1 and one for AT2. However, lessons may have specific targets, which make steps towards these two ultimate targets. Teachers state objectives clearly to pupils, as well as the desired outcomes of lessons in the form of Learning Objectives making reference to AT1 and AT2.

Formative assessment takes place in each RE lesson through a variety of methods including recap activities, quizzing, questioning, discussions with children, observation in class and outcomes produced in lessons. These assessments are acted on within the lesson and in preparation for future lessons within the unit of work.

Summative assessments are carried out in all year groups at the end of each unit of work. Teaching staff assess each child at the end of each unit of work against both Attainment Targets. Summative assessment data for every child is recorded using Target Tracker. Information on a child's attainment in RE is included in our end of year reports to parents and carers.

Monitoring and Self Evaluation

Standards in teaching and learning in RE are monitored by the RE subject leader alongside the Senior Leadership Team.

RE is monitored in a variety of ways, including: book looks, pupil voice, lesson visits, planning scrutinies and data analysis. The RE subject leader and Senior Leadership Team use the SIAMS self-evaluation toolkit to keep a track of school progress in RE and this is reported during Governing Body Meetings. The Link RE Governor works closely with the E subject leader to monitor, develop and improve the RE curriculum and provision in the school. The Faith Group and School Council (children's Leadership Groups) also support the process.

Findings from monitoring may inform the School Development Plan.

Continued Professional Development (CPD)

The RE Subject Leader delivers CPD for all teaching staff during Professional Development Meetings across the year, and works closely with individual staff to ensure consistent, high quality teaching in every year group. There are opportunities for staff (predominantly the RE Subject Leader) to attend CPD courses with the SDBE and to collaborate with other teachers in the partnership of schools. ECTs always attend the SDBE 'Teaching in a Church School' as part of their induction.

Resources

RE resources are kept centrally and organised by unit/ themes. Teachers are encouraged to inform the RE Subject Leader if they require any further resources to support their teaching. Resources are reviewed each year.

Inclusion, Equal Opportunities and the Right of Parental Withdrawal

Parents have the right to withdraw their children from Religious Education and Collective Worship as identified in the Education Act 1944 and in subsequent legislations. St Jude's is a voluntary aided Church of England Primary School, where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of our church school community, we encourage everyone to be involved in Religious Education and Collective Worship. Parents who have concerns about this should discuss them with the Head of School before their children are admitted to the school.

Leadership and Responsibilities

The RE Subject Leader is responsible for:

- Evaluating and writing an annual RE action plan alongside the Head of School, which may inform and be informed by the SDP
- Attendance at a Governors Meeting to feedback to the governing body annually
- The monitoring of teaching, data, books and planning, giving focused feedback to staff
- Staying up to date on developments in RE and training, and disseminating this to staff where appropriate as part of the CPD cycle
- Leading CPD with teaching staff in school
- Liaising and collaborating with the RE Link Governor
- Liaising and collaborating with the incumbent
- Auditing and recording RE resources within the school to support the teaching of RE
- Updating key RE documents in accordance with the SDBE syllabus:
 - ✓ RE Curriculum Overview
 - ✓ Curriculum Map (one per class)
 - ✓ RE Knowledge and Skills Progression Grid
- Storing RE related documents electronically in the RE folder on the school server for all staff to access.

The classroom teacher is responsible for:

- Planning exciting, creative, relevant, engaging lessons which make cross-curricular links where appropriate
- On-going formative and summative assessment and feedback to learners
- Maintaining high expectations for learning and presentation
- Moderating exercises as facilitated by leadership
- Communicating progress to parents/carers including in the end of year written report
- Organising RE related visits and visitors
- Displaying high quality RE work in the classroom and changing displays to reflect the current unit being studied

The Head of School is responsible for:

- Monitoring the SDP
- Allocation of subject time for the RE Subject Leader to monitor and improve the subject
- Participating in RE monitoring activities when it involves the Senior Leadership Team
- Parents’ rights to withdraw their children from RE

The Governors are responsible for:

- Receiving regular RE updates
- Review of the RE Policy
- Election of the RE Link Governor
- Approving the RE syllabus
- Receiving and discussing the reports from the RE Link Governor
- Participating in the self-evaluation of RE
- Taking a key role in holding the school accountable for standards and attainment in RE

The RE Link Governor is responsible for:

- Knowing and understanding how RE is taught and delivered in the school
- Knowing and understanding the annual RE Action Plan, and explaining this to the wider Governing Body
- Participating in Pupil Voice activities at the school to inform the annual RE Link Governor Report
- Liaising and collaborating with RE Subject Leader to develop and improve the teaching of RE at the school
- Annual review of the RE policy
- Writing and sharing the annual RE Link Governor Report

The incumbent is responsible for:

- Overseeing services in the Church
- Pastoral care of staff and pupils
- Liaising with class teachers for school visits to the Church

These lists are not exhaustive.

Policy History

This policy has been agreed by the governing body of St Jude’s School and supersedes all previous policies relating to this area.

Date reviewed by governors:	June 2024
Next review:	June 2027

Chair of Governors: Geraldine O’ Brien

Signed:

Date:

Signed copy in school.