

Hampstead Parochial CE Primary School
Religious Education (RE) Policy

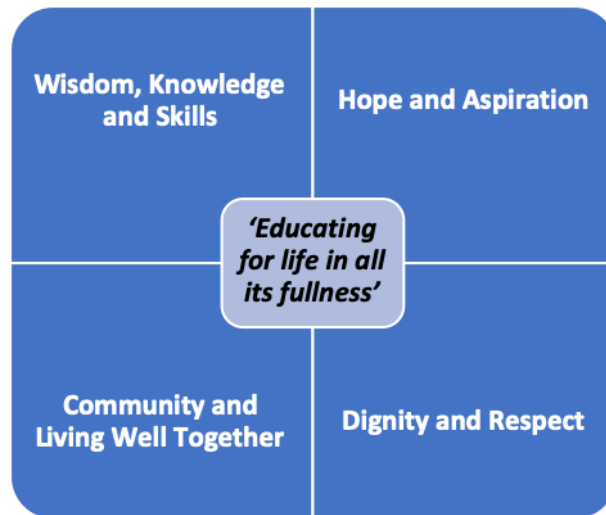
Reviewed by Governing Body: November 2019

Policy Review Date: November 2022



HAMPSTEAD PAROCHIAL
Church of England Primary School

The Vision



Vision Statement

To enable everyone within our community to flourish and enjoy a life filled with love, meaning and purpose, underpinned by Christian values, a love of learning and an eagerness to make the world a better place together.

The Four Foundations of the Vision

Educating for knowledge and skills, wisdom and forgiveness: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration and responsibility: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for koinonia, friendship and compassion: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Background

Hampstead Parochial School is a Church of England Voluntary-Aided primary school that offers a distinctly Christian education in an inclusive environment where we encourage all children and young people to learn, enquire and grow.

The distinctive nature of our approach to education can be found in our explicit Christian values which permeate and shape the life of the school and guide all of our actions. They are carefully woven into our Collective worship and Religious Education which together form a deeply Christian school ethos.

Children and staff of all faiths and none are welcome at our school and our aims are to promote understanding and tolerance between those of different faith traditions.

The position of a Church of England school such as ours was well phrased by Robert Runcie, the Archbishop of Canterbury from 1980-1991 when he stated that,

'Church schools should nourish Christians in their faith, encourage those of other faiths and challenge those of no faith'

As a community, we have identified six Christian values that are woven into the very fabric of the school which we expect all members of the school community – students, staff, governors and clergy – to model:

- Friendship
- Compassion
- Forgiveness
- Respect
- Responsibility
- Koinonia

Koinonia may be a word you don't instantly recognise. It is a Greek word that occurs 20 times in the Bible (first occurring in Acts 2:42) and it means 'communion, joint participation and contribution'. It identifies the idealised state of fellowship and unity that should exist within the Christian Church.

Aims

In teaching RE we follow the London Diocesan Board for School's syllabus which has the following overarching aims:

- To teach the children about Christianity and other major world faiths, and to foster an understanding of and sensitivity towards those with religious beliefs different from one's own
- To foster spiritual awareness by developing a sense of awe, wonder, mystery, joy and sorrow at the created world
- To develop the ability to think about the questions of belief and value
- To give children the opportunities to learn about and learn from religion

Legal framework

It is a legal requirement that Religious Education be taught to all pupils. In voluntary aided schools the Governing Body is responsible for the syllabus for RE. The Head teacher and staff work with and under the direction of the Governors. It is the Governors' responsibility to ensure that RE is provided for all pupils in accordance with the Trust Deeds. Where these are missing, the religious education provided should be in harmony with the teachings and practices of the Church of England.

The law contains a "conscience clause" which gives parents the right to withdraw their children from religious education. This applies to both community and voluntary aided schools.

RE and the school curriculum

RE flourishes in schools when it is given equal status with other subjects of the National Curriculum.

As a school we ensure the statement of entitlement for RE is fully met.

In voluntary aided schools the time allocated to RE and the content is determined by the Governors. In law, RE is a fundamental entitlement of all pupils and should therefore be given its place as part of the basic curriculum.

We have agreed a set of principles as a staff body that outline the place of RE in the curriculum and its importance:

- We believe that Religious Education allows us to ask big questions where there is no necessarily a 'right' or 'wrong' answer.
- We believe that Religious Education allows us to explore values and morals that we and others hold.
- We believe that Religious Education allows us to explore other cultures and beliefs whilst developing acceptance and tolerance of difference.
- We believe that Religious Education allows us to learn from other people's beliefs and practices.
- We believe that Religious Education allows us to experience awe and wonder at ourselves, the world and universe.

Time allocation of RE/ requirements

RE should have a minimum 5% of curriculum time. In Key Stage 1 this equates to about 40 hours per year and in Key Stage 2 about 45 hours per year.

This can be calculated to approximately one hour per week, or if required, 2-3 hours in a more concentrated period in the school year.

- **Professional responsibility** – teachers should be honest about their own ideas and at the same time ensure that they understand what their role is in the teaching of RE. All new staff are made clear as to the Christian foundation of our school and that when becoming part of a Church of England school, they must uphold the aims and ethos of the school, and

implement the RE and Worship policies. Support is provided by the RE leader and through LDBS advice for those teachers needing help with the planning and delivery of RE. Children should be helped to gain confidence in asking questions, seeking answers and reflecting on their own experiences.

- **RE and Worship** – RE and Worship are separate areas of the curriculum. When planning for the curriculum, worship cannot be regarded as RE time; in our school we do not include worship time as part of the RE allocation.
- **Resources** – each religion covered in RE lessons has a topic box which is located in the Resource room. Each box contains artefacts, photographs and helpful activities to deliver the curriculum. Each classroom also has an RE corner which displays an age-appropriate Bible, a candle on a cloth, a cross, the Lord's Prayer and the class prayer book.
- **Spirituality** – This permeates all aspects of school life (see Worship policy and Spirituality policy)
- **Differentiation** – RE is differentiated according to the age, year group and ability of the individual child.

RE displays

Every class should have an RE display close to their worship area. The elements are consistent in every class. These include:

- The core Christian value
- The Vision Verse
- The Big Question
- Key religious vocabulary
- Children's questions
- The big story (Christian concepts) 'timeline' with an arrow pointing to the concept being studied

Prayer

Every year group has a class prayer book. The children write individual prayers based around the core Christian value each half-term. Prayers for different festivals and special times of the year are also included (e.g. Harvest and Remembrance Day) and Upper Key Stage 2 are encouraged to write prayers around key issues, when appropriate. Children are responsible for bringing their prayer book to assembly on set days and a child will read out a chosen prayer each week at the end of the assembly. There is a whole-school prayer display in the entrance area, which is changed on a half-termly basis.

Syllabus

The school uses the LDBS syllabus.

Each termly unit has an individual unit plan. It outlines:

- The unit title and the 'Big Questions' which will be covered
- The faith, year group and prior learning for the unit
- The key AT1 and AT2 focus
- Key RE vocabulary
- A breakdown of the learning intentions for the unit
- Opportunities for cross-curricular links

- Spiritual, Moral, Cultural and Social developments
- Sensitivities to be aware of when delivering the unit
- Possible further thinking and extension activities
- Suggestions of places to visit

Teachers edit and adapt the LDBS planning accordingly, clearly stating their learning intention, success criteria and independent activities.

The RE leader is responsible each term for monitoring work in the RE books against the units of work to ensure effective coverage. Prayer and reflection time which takes place before lunch in each classroom is also monitored to ensure consistency of approach. The RE leader also takes responsibility for planning and leading staff development sessions and providing CPD support to individual members of staff.

The LDBS syllabus is accessible on the school network. Additional resources to support planning, teaching and learning are located in topic resource boxes (located centrally in the school).

Wonder Books

Wonder Books are used in every classroom during every lesson to capture children's discussions and reflections based on any key questions posed. It is a method of capturing not only their discussion but also cross-curricular links too. The comments can then be used to support teacher assessment. In addition, it is enjoyable for the children to look back on their learning and reflect on some of the spiritual and reflective comments.

RE assessment

Formative Assessment is ongoing in all RE lessons through differentiated questioning. A summative assessment takes place at the end of every half-term. This includes a range of questions catering for an 'expected' child and 'exceeding'. These questions are based upon a key area of enquiry from the LDBS spreadsheet. At the end of every unit, the teacher assesses each child under 'working towards', 'expected' and 'exceeding'. The RE Leader is responsible for ensuring that these assessments have taken place and at the end of the year, a whole-school analysis of the data will be taken.

Reviewed by Governing Body	November 2019		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	November 2022		

Appendix 1

Recommended non-negotiables for RE for class teachers



The core purpose of RE is to enable pupils to develop their religious literacy. To enable this to happen, effective teaching must include the following:

- RE must be taught in accordance with the RE syllabus agreed by the school Governing Board.
- The correct time allocation must be given to the teaching of RE in accordance with the Church of England Statement of Entitlement.
- RE must be taught as an academic subject.
- Children must make good or better progress in RE.
- Teachers' subject knowledge must be secure.
- RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom.
- The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)
- RE lessons must be planned in accordance with the school's planning expectations for all other subjects.
- Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning.
- Teachers must be aware of end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.
- On-going assessment must take place.
- RE must be taught through an enquiry-based approach.
- The big question must be shared with the children at the beginning of the unit and referred to in each lesson.
- Each lesson must be driven by a question which links to the big question being explored,
- Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean.
- Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning.
- Opportunities for children to engage in Biblical text analysis must be made available.
- A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson.
- A wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.
- Opportunities for effective talk, discussion, debate and critical thinking must be made available as this is often when you will hear children share their profound thoughts and demonstrate what they know and the skills they are able to apply.
- Presentation in books must be of a high standard.
- Pupil's work in books must be in line or better than work seen in other core subjects.

- There must be evidence in the books that demonstrate children are making good or better progress in the subject.
- Teacher feedback must relate to RE knowledge, understanding and skills and not English based objectives.
- Teacher feedback must lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.
- Visits and visitors must be planned for across the year to support the RE learning. Ensure you follow the school's guidance on planning an educational visit and guidance around inviting visitors into school.

RE learning journey to include the following:

- The big question
- Six subsidiary questions
- Religious vocabulary related to the unit
- Children's response to each question
- Examples of children's work related to individual lessons

Each classroom to have a Biblical timeline on display so that children can refer to it during the teaching of units, enabling them to develop their understanding of the Bible and its chronology.