



St George's Vision Statement

At St George's we are proud to be one family of lifelong learners who know that they are special to God.
Our Family is built upon a strong sense of belonging and mutual respect.
Our community gives our children the freedom to flourish and succeed.

A flourishing fellowship: Learning together with God by our side.

Policy Title:	R.E
Responsibility:	Headteacher
Date:	September 2022
Review:	September 2023

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*
(Religious Education Statement of Entitlement February 2019)

Introduction

At St George's school, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using The Bromley Locally Agreed Syllabus with Rochester Diocesan syllabus, Understanding Christianity we learn about other religions and worldviews, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Aims of Religious Education

As set out by the National Society Council and The Church of England, Religious Education is an academic subject, which gives children and young people an understanding of how beliefs and values affect their lives. In our school, Religious Education asks about meaning and purpose in life. It gives space for individual reflection and wondering who and why. It explores Christianity, as a living religion at the heart of our community, as well as giving children a clear understanding of the beliefs, practices and traditions of other principal religions and world views; looking deeply at how they affect the fabric of personal and social life. We believe that nurturing children's development of their own personal faith, whichever religion they follow, is an important part of Religious Education.

Religious Education at St George's CE Primary School, aims to enable pupils:

- To gain a secure knowledge and understanding of Christian beliefs and practices as expressed in the Anglican Church and other Christian traditions.
- To learn about the major world religions showing respect for people of different faiths.
- To mature in their own beliefs, values and behaviour, by reflecting on religious beliefs and practices in a philosophical way.
- To develop a religious literacy that understands the impact of a variety of beliefs, including Christianity on both British Culture and other cultures around the world.

Agreed Syllabus

As a Church of England school, the Trust is responsible for providing R.E. for pupils. 5% of curriculum time is spent on R.E. This amounts to 1 hour at Key Stage 1 and 1 hour 15 minutes at Key Stage 2.

At St George's we follow the Rochester Diocesan Syllabus. With Christianity at its core, our curriculum uses an enquiry approach. Teachers use a variety of teaching strategies, appropriate to the age and ability of the children, to make R.E. lessons interesting and enriching experiences. Enquiry questions are used to encourage children to think deeply about the theological concepts they are investigating, and this ensures that work is challenging and aids children's progress.

Supported by the Understanding Christianity Resource the curriculum covers key concepts in Christianity ensuring that children are developing their ability to think theologically. The resource encourages children to; critically engage with religious texts, developing their interpretation of the meanings of these for religious people, examine the ways in which religious people might respond to religious teachings and connect these concepts to their own lives and individual beliefs.

The curriculum also provides a wide range of opportunities for learners to investigate the beliefs, practices and value systems of the range of faiths and world views. Children from Year Two upwards study a major world faith for a term, including, Islam, Judaism, Sikhism, Hinduism and Buddhism. This helps foster respect for diversity and empathy for people of any belief or none. As children's knowledge of different faiths grows, they are able to make links and comparisons between different views in a respectful way. These World Religions are taught independently but 'golden threads' are used wherever possible to support the children's working memory and deepen knowledge.

Visitors and visits to local places of worship are arranged to support the curriculum. Teachers are regularly offered training through Rochester diocese, the Aquinas Trust and local groups.

The RE leader meets with other RE leaders in the Aquinas Trust six times per year to share best practice, review research and collaborate. Regular RE CPD is available to all teaching staff.

Collective Worship time is not included in the allocation for R.E.

As a Christian school, 2/3 of the Religious Education curriculum is dedicated to the study of Christianity. However, there is no encouragement for children to become committed Christians. Dedicated Religious Education lessons start in Reception where R.E. is also linked closely to the Foundation Stage Curriculum, particularly through the early learning goals for Personal, Social and Emotional Development and Understanding of the World.

Teaching and Learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Assessment, Marking and Feedback.

Throughout the curriculum there are many opportunities for children to develop Religious Education Skills that contribute to their Spiritual, Moral, Social and Cultural understanding. These include: -

- Thinking theologically and exploring ultimate questions
- Recognising that faith is a particular way of understanding and responding to God and the world
- Respecting those of all faiths in their search for God
- Reflecting critically on areas of shared belief and practice between different faiths
- Enriching and expanding their understanding of truth
- Developing the skills to analyse and interpret religious texts including the Bible
- Reflecting critically and expressing their views on the human quest and destiny
- Analysing and explaining the varied nature and traditions of the Christian community, reflecting on the truth claims of Christian belief so that they can make a well-informed response to Christianity.

The development of these skills form the outcomes for Religious Education within our school. To assess children's development of these skills, selected pieces of work are marked thoroughly, and thought-provoking questions are asked to move the children's learning on.

Children are also assessed across the year, in both Attainment Target 1 and Attainment Target 2. Samples of work are collected, and level descriptors are used to assess the children's attainment. These levels are used to move on children's learning and identify gaps in their understanding.

The Religious Education Leader is responsible for the monitoring of attainment in RE across the school and ensuring that children are making progress.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Inclusion and Withdrawal

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

DATA PROTECTION

St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. St George's complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. St George's safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, St George's has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.