

**ST MARGARET'S COLLIER STREET  
R.E. POLICY**

R.E. is an important subject at St Margaret's Collier Street Primary School. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of 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 Kent Agreed Syllabus and Rochester Diocesan materials, pupils learn about other religions and world views.

**R.E. AIMS**

- To enable pupil to know about and understand Christianity as a living faith that influences the lives of people worldwide
- To promote the spiritual, moral, social and cultural development of the children
- To promote respect, understanding and tolerance of others assisted by knowing about other major world religions
- To develop a sense of community within our school
- To involve the local church in delivering the curriculum where relevant
- To develop in the children awareness of themselves
- To promote in the children a clear set of personal values and beliefs
- To develop an understanding of those with different beliefs and practices
- To develop the children's ability to ask perceptive questions and reflect on their own lives
- To enhance children's spiritual growth in terms of self esteem, positive feelings, inner stillness and a sense of wonder
- To provide children with a secure environment in which to explore feelings, ideas and experiences appropriately
- To meet the Kent Agreed Syllabus and the requirements of the 1988 Education Act

**Teaching and Learning**

Each teacher will be responsible for teaching R.E. to their own class. It is intended that the time weighting for R.E. will follow the Diocese guidance through the year which is not less than 5% of curriculum time. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection which enables them to deepen their understanding of religion and how it impacts on people's lives.

Teachers will use a wide range of teaching strategies, best suited to the task and their class. This will ensure originality and creativity across the classes.

## **OBJECTIVES**

- To gain a secure knowledge and understanding of Christianity rooted in the person and work of Jesus Christ as well as the beliefs and practices of other major world religions, thus learning to respect people of different faiths.
- To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice
- To enable pupils to consider ways in which beliefs, values (including the school values) and traditions might have significance for their own lives.

## **CROSS-CURRICULAR SKILLS AND LINKS**

Religious education makes a contribution to the development of general educational abilities such as literacy, seeing the world through other people's eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a major contribution to pupils' spiritual, moral social and cultural development. It addresses issues which arise in a range of subjects such as English and history as well as personal and social education. As it is concerned with values and behaviour, religious education can make a significant contribution to education in many curriculum areas. We will use visits to Places of Worship whenever possible.

## **ASSESSMENT, RECORDING AND REPORTING**

No assessment will be made of the level of a child's religious commitment or level of spiritual development but assessment can be made of the children's growth in knowledge, understanding and the acquisition of skills. Assessment will be made through observation, questioning, listening and self-assessment. Each child will be assessed using the Diocesan assessment criteria 6 times per academic year. Progress will be tracked by the subject leader. Staff meeting time will be provided for moderation.

When available, the school will partake in cross school moderation.

Reporting to parents is through parent consultations and annually through a written report. Parents are informed of whether their child's ability exceeds, is at, or below that expected against age appropriate expectations.

## **EQUAL OPPORTUNITIES**

The contribution of all children should be valued in R.E. lessons and no child should feel that he or she is discriminated against because of any views expressed.

The Governing Body, Headteacher and all Staff are responsible for ensuring that all aspects of the school's R.E. Policy, and its application promote equality for all pupils.

RE will challenge stereotypes and misconceptions about race, gender and religion. Staff must ensure that they treat all questions, views and opinions with respect and sensitivity.

Children with Special Education Needs should feel that they have something valuable to contribute in R.E. Activities should be differentiated so that every child feels that they can achieve at a level appropriate to their capability. Indeed R.E. can be a subject where SEN pupils often excel through valuable and thought provoking verbal contributions.

### **MANAGEMENT AND ADMINISTRATION**

Religious education will be managed by the subject leader who will, in consultation with colleagues, produce this policy, produce and approve an annual review with future development points and manage the resources/budget. The leadership of the school will ensure that R.E. has a sustainable budget ensuring up to date resources can be purchased, visits to different places of worship can take place and that staff can receive appropriate CPD.

### **ROLE OF THE SUBJECT LEADER**

The subject leader will, when appropriate, work alongside a Foundation Governor in order to:

- Seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Kent Agreed Syllabus
- Ensure all teachers are aware of 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
- Support colleagues and develop their own and others subject expertise
- Develop strategies including using the appropriate sections of the SIAMS audit, to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievement and subsequently produce an annual review
- Seek opportunities for professional development for themselves and other staff including attendance at appropriate Diocesan events, e.g. RE Support Group
- Following monitoring and evaluation, order resources and thus ensure all RE resources are relevant and easily accessible.

### **TEACHERS RIGHT NOT TO TEACH RELIGIOUS EDUCATION**

From the time of the 1944 Education Act, (section 30), teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them.

### **PARENTS/CARERS RIGHT TO WITHDRAW PUPILS FROM RELIGIOUS EDUCATION**

In line with the Education Act 1988 Section 9 (3), parents have the right to withdraw their children from R.E. and responsibility for the supervision of that child remains the duty of the school. 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 headteacher before requesting that their child be withdrawn.

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:**

1. Health & Safety policy (Ref. to handling artefacts, consuming food)
2. Special Educational Needs policy
3. Educational Visits policy (visiting other places of worship)
4. Assessment, Recording and Reporting policy
5. Teaching and Learning policy
6. Spiritual, Moral, Cultural and Physical Development policy