

Religious Education Policy

St Barnabas

and

St Philip's

Church of England

Primary School



CURRICULUM POLICY FOR RELIGIOUS EDUCATION AT ST BARNABAS & ST PHILIP'S

There is a need for a coherent programme of religious education that enables pupils to build up knowledge and understanding of the key elements and concepts found in the Christian tradition. Pupils should be encouraged to learn from their study of Christianity by recognising that some of the stories, beliefs and values raised, deal with concerns and feelings similar to their own.

Pupils should be aware that Christianity is a 'living faith' that has great significance for Christians who try to follow the example of Jesus as a basis for living their lives. Christianity has influenced society and culture and it is important that pupils come to appreciate the impact of Christianity on the arts. The following policy should assist pupils to develop knowledge and understanding of their own patterns of belief and enable them to discover and reflect on the sources of their own values.

The St Barnabas and St Philip's Religious Education policy is set within the School's Mission statement, the Aims of the school and the LDBS Scheme of work for Religious Education.

THE CHARACTER OF ST BARNABAS AND ST PHILIP'S SCHOOL, AND OUR APPROACH TO THE TEACHING OF OTHER FAITHS

St Barnabas and St Philip's is a Church of England Voluntary Aided Primary School. The school attracts children from churches both from within and out of the borough. Christian faith and practice lie at the heart of its religious education. Teaching about other world religions is important so that each child develops sensitivity and respect for those with other beliefs and practices. This does not mean giving other beliefs equal status in the religious education of the school. It means giving all the children some introduction to other beliefs and practices which pupils and the school may hold and pursue. This should lead to mutual respect, understanding and tolerance. It is important that children of minority groups are made to feel that their culture, and with it, their religious beliefs, are given significance even if the school's foundation cannot ultimately identify with their particular faith. The school is preparing children to become members of a multi-faith society and St Barnabas and St Philip's Religious Education policy reflects this. (Please read the Admissions policy for further details of entry procedures).

The Church of England Statement of Entitlement states:

“Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%”.

This is reflected in the timetabling of Religious Education lessons across the school and also in line with this document 66% of RE lessons in our school study Christianity across Foundation Stage, Key Stage 1 and Key Stage 2.

“Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds Christianity.” (Church of England, Statement of Entitlement 2016)

The aims of Religious Education at St Barnabas and St Philip's School are:

- ☒ To enable pupils to know about and understand 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 know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- ☒ To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

St Barnabas and St Philip's School RE Scheme of work draws directly from the LDBS Syllabus for Religious Education. See Curriculum Map - Appendix 1

Effective teaching and learning about Religions and World Views

Church schools have a duty to provide accurate knowledge and understanding of religions and world views. They should provide:

- ☒ A challenging and robust curriculum based on an accurate theological framework.
- ☒ An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- ☒ A curriculum that draws on the richness and diversity of religious experience worldwide.
- ☒ A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- ☒ The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- ☒ RE that makes a positive contribution to SMSC development.

Assessment in Religious Education

The progression of children across Key Stages 1 and 2 is assessed against the 'I can' statements (RE Today services) on a half termly basis in both AT 1 (learning about religion) and AT 2 (learning from religion).

This data is tracked and monitored in line with other curriculum subjects using the SIMS computer system.

In the Foundation Stage, children's development is measured against age related expectations and the Early Learning Goals, with a specific focus ELG 13 Understanding the world – People and Communities.

Children are also encouraged to reflect and comment upon their RE learning either orally or by written statements.

The right to withdraw children from RE

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply

to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

REVIEW

The SLT will review this policy in the autumn of 2021.

Vera Vagic

Head of School

Revised September 2020

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who made the wonderful world? x6	Why is Christmas special for Christians? x6	Who cares for this special world? (+Chinese New Year) x6	Easter Story x6	Why do Christians believe Jesus is special? x6	Special People x6
Year 1	What responsibility has God given people about taking care of Christianity? x6	Why are saints important to Christianity? x2 Nativity Characters x4	What is it like to live as a Jew? x6	Noah x2 Why is Good Friday good? x4	What is the importance of symbols, beliefs and teaching in Hinduism? x6	Christian Baptism and Marriage x6
Year 2	Parables of Jesus x6	The Ten Commandments x2 Where is the light of Christmas? x4	What does it mean to be a Hindu? x6	The School's own saint's day x2 How do Easter symbols help us to understand the true meaning of Easter? x4	Why are they having a Jewish party? x6	What does the Lord's Prayer mean? x6
Year 3	The Bible x6	What makes a Christian? x2 How do Advent and Epiphany show us what Christmas is really about? x4	What does it mean to be a Muslim x6	Jesus' new commandment and the two greatest commandments x2 Easter people – Who is the most important person in the Easter story? x4	What do Sikhs believe? x6	People from the Old Testament x6
Year 4	Who is Jesus? x6	Remembrance x2 Christmas through music	What does it mean to live as a	Should every Christian go on a pilgrimage? X2	What is Buddhism? x6	What are the miracles of Jesus? x6

		and art x4	Jew? x6	Holy Communion x4		
Year 5	Liturgy x6	Wisdom x2 Jesus and the gift of peace. Is peace the most important message at Christmas? x4	What are the 5 pillars of Islam and why are they important to Muslims? x6	What do the monastic traditions within Christianity show us about living in community? x2 What happens in churches at Easter? x4	What does it mean to be a Sikh? x6	Understanding faith in... x6
Year 6	How has the Christian message survived for over 2000 years? x6	The contemporary Anglican church x2 How would Christians advertise Christmas? What does Christmas mean today? x4	What does it mean to be a Buddhist? x6	What are the Beatitudes and what do they mean to Christians? x2 Easter hope x4	The journey of life and death x6	Rules and responsibilities. x6 (bridging / transition unit)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2