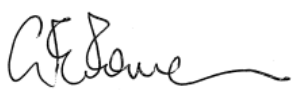

Ditchling (St. Margaret's) CE Primary and Nursery School

Religious Education Policy

October 2022

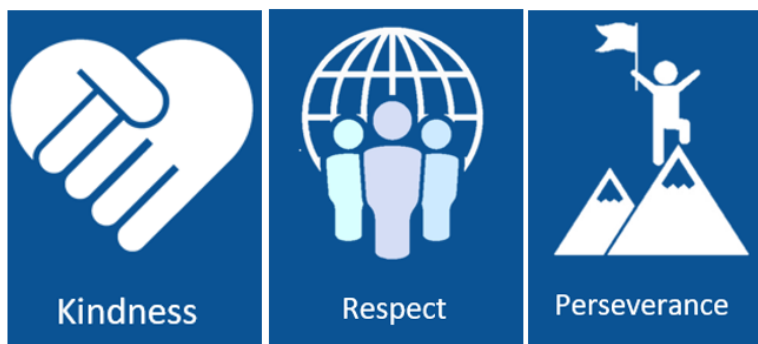


Version	Reviewed by	Approved by	Date Approved	Next Review Date
3	Headteacher	Headteacher/ FGB	October 2022	Autumn 2024
In bold indicates based on East Sussex Model	policy East Sussex Model Policy adapted, no date	School's own policy		

Signed:  Chair of Governors

Signed:  Headteacher

Learning Together. Building Success.



We are an inclusive community where Christian values empower us. With God's guidance, we work with confidence and wisdom to inspire a love of learning for the future. We are ambitious for our children and want them to achieve excellence in all aspects of life and reach their full potential within a caring Christian environment that enables all to flourish.

Together we will:

Persevere when times are challenging

Show **respect** to all those around us

Above all, be **kind** to one another living '**life in all its fullness**' **John 10:10**

I **Aims and Objectives**

I.1 Religious Education enables children to investigate and reflect on the most fundamental questions asked by people. At Ditchling (St. Margaret's) C.E. Primary and Nursery School we develop the children's knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers. We give opportunities to explore those aspects of human experiences, which give rise to spiritual awareness and fundamental issues about beliefs and values. As a voluntary controlled school we follow Understanding Christianity Syllabus and RE Online to support the learning of other faiths. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The Aims of Religious Education are to help children:

Develop their knowledge and understanding of religious beliefs and practices and the importance of these in the lives of believers.

Explore those aspects of human experience which promote the spiritual dimension and raise fundamental issues about beliefs and values.

Reflect on their own beliefs and values in the light of their learning, growing in respect for themselves and others.

The Objectives are:

- To develop an awareness of spiritual and moral issues while giving children the opportunity to develop their own sense of identity and belief;
- To develop knowledge and understanding of Christianity and other major world religions ;
- To develop an understanding of what it means to be committed to a religious tradition;
- To be able to reflect on their own experiences and to develop a positive and questioning attitude;
- To develop an understanding of religious values and to appreciate the cultural differences between them;
- To develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- To have respect for other peoples' views and to celebrate the diversity in society and our school community.

2 The legal position for Religious Education

2.1 Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish discussing the matter with the head teacher. Teachers can also exercise a preference not to teach RE. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship and shared human values.

Our school RE curriculum is based on the East Sussex Agreed Syllabus and it meets all the requirements set out in that document. The East Sussex Agreed Syllabus (2021) reflects the requirement of the 1988 Education Reform Act, reiterated in the 1996 Education Act and Circular 1/94, that Religious Education should take account of Christianity as the main religious tradition in this country and other principal religious traditions found in Britain today.

3 Teaching and Learning Style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. If possible we organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

3.3 We use an enquiry model to teach RE, with units focusing on a key question that the children seek to answer. They study particular religious faiths and also compare the religious views of different faith groups on topics such as religious stories or festivals.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities and beliefs, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experiences of the child. We achieve this in a variety of ways in line with our Teaching and Learning policy.

4 Curriculum planning in Religious Education

4.1 We plan our Religious Education curriculum in accordance with the East Sussex Agreed Syllabus, as a church school we also have to comply with the requirements of The Church of

4.2 Learning about Christianity is supported by the Understanding Christianity Resource. This is an enquiry based resource which develops a spiral curriculum where previous learning is built on as concepts are revisited throughout the school and challenge increases as the children move through the school. We offer opportunities for children of all abilities to develop their skills and knowledge in each programme of study.

4.3 We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues to ensure all the requirements are met and links can be made with other learning as appropriate.

4.4 Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat areas of learning.

4.5 The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson in line with the Teaching and Learning policy.

5 Assessment and recording

5.1 Pupils have a dedicated RE book. The work is used to inform teachers' assessment, alongside a more formal side of performance descriptors.

5.2 There are assessment requirements for each unit. These support teachers in understanding the expected learning for each unit. They are used to track progress.

5.2 RE is reported to parents in the same way as foundation subjects in the end of year reports.

6 Enrichment and resources.

6.1 Where possible, links are made to other curriculum areas and visits are planned to enhance the provision of RE. In addition, visitors from the community are invited to our school to participate in RE lessons.

6.2 The church is a resource for teaching about its function and place within the community as well as cross-curricular areas such as history, art and geography.

6.3 We keep resources for Religious Education in the storage part of the library. There is a set of bibles and a collection of religious artefacts, which we use to enrich teaching in Religious Education. The school library has an increasing supply of RE topic books.

7. Monitoring and review

7.1 The RE subject leader is responsible for monitoring the standards of the children's work, the quality of the teaching and analysing staff and pupil voice (see RE subject folder).

7.2 The RE subject leader is responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

7.3 The RE subject leader develops a subject action plan which is integrated into the whole school development plan, reflecting the priority given to the teaching of RE. This is which is reviewed twice a year (as a minimum), evidence is added to the whole school SEF twice a year as a minimum.