



## Religious Education

*“Shine like stars.” Philippians 2:15*

*At St Andrew’s we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique sparkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do. We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship and forgiveness they can shine. Our vision draws inspiration from Philippians 2:15-16 (NCV) 'Then you will shine like stars in the dark world.' This vision is based on all members of the school community showing God’s light to others through our character, our conduct, our actions and our words.*

### Purpose of Subject

Religious Education contributes to our pupil’s broad and balanced curriculum by introducing religious beliefs (building on our core values) and the idea of right and wrong. In RE children will learn about people’s beliefs and practices in a local, national and global context.

Teaching of RE should equip pupils with knowledge and understanding of a range of religions which will allow them to develop their own ideas, values and beliefs - whilst respecting those of others.

### Aims

Through our RE curriculum we aim to help pupils to learn about other faiths: their beliefs, traditions and practices and respect those of all faiths recognising areas of common belief and practice between different faiths.

We aim to support children to develop their own beliefs and values through exploration of a ‘real’ shared experience within a Christian environment. The children’s learning and development will be helped by exploring religious beliefs and practices, with particular reference to the Christianity.

A wide range of activities are used within RE teaching – visits, meeting believers, handling artefacts, visual resources, picture news, role play, discussions, story, dance, music, ICT resources and drama.

An act of daily worship will allow children to reflect on shared experiences and relationships. This worship is linked to real life experiences and current affairs, allowing the children to make links to their own lives. Each classroom has an area for reflection, encouraging children to make mature decisions about when reflection is appropriate for themselves.

### Teaching & Learning

RE is given explicit teaching time each week in both Key Stages 1 and 2 but it is also taught implicitly at many times. Throughout the day adults are setting good examples of Christian stewardship and children’s kindness is celebrated and shared. RE lessons should be undertaken in a ‘safe space’ in which all pupils feel they are able to contribute fairly with reflection, discussion and debate.

Through the teaching of our RE curriculum children should

- learn about other faiths, their beliefs, traditions and practices
- respect those of all faiths



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- recognise areas of common belief and practice between different faiths
- enrich their own faith

Where possible, teaching is supplemented with trips to places of worship or visits from people from faith communities.

As a Christian school we believe worship to be a vital role in reflection and as so have an act of worship daily. During this time children are encouraged to contemplate their beliefs and values whilst also thinking about people in their community and wider world.

### Subject Curriculum Planning

As a school we follow a broad curriculum which reflects the National Framework for RE.

The teaching of Christianity takes up approximately 80% of the curriculum time. Non-Christian faiths are to be studied and they will take up the remaining 20% of the curriculum time.

### EYFS

The Early Years Foundation Stage uses objects as a starting point for talk, which is relevant to them and meaningful. RE is taught weekly with opportunities for learning within continuous provision. The children are to be exposed to real life objects to spark discussion of significant times or experiences, demonstrating respect for one another. Children begin to know right from wrong and school values of trust, compassion, friendship and forgiveness are embedded.

### Assessment & Recording

RE is assessed termly by the class teacher. Observations, in the form of notes, are recorded in marking books to indicate which children may have had misconceptions (and what they are) or exceeded expectations.

Judgements can be made in the following ways:

- From the general expectations for pupils' age and ability
- From the quality and depth of discussion and questioning by the pupils: their understanding of religious concepts, especially those specified in the Scheme of work for R.E; their use of appropriate religious terminology.
- From the quality and depth of pupil's affective responses and interests.
- From the knowledge displayed by pupils, especially of the content specified by the school's scheme of work.

This ongoing assessment informs the summative end of term assessment where teachers record pupils working below, at or above expectations for the year group. These assessments are passed to the RE co-ordinator who uses them as part of the information about standards in RE, but also to monitor attainment in different aspects of the curriculum.

### Monitor & Review

Monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the subject leader, in conjunction with colleagues and the



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SLT. The work of the subject leader also involves supporting colleagues in their teaching, as well as being informed about current developments in the subject.

The subject leader will monitor RE by meeting with staff, looking at children's books, interviewing pupils and team teaching. The subject leader will also meet with governors to report about the subject regularly.