

# St George's (Hanover Square) CE School

Working together for the achievement of all

## **Religious Education Policy**

### **2018 - 2019**

#### **St George's Mission Statement**

St George's is a Christian school which works in partnership with parents, governors, the church and the local community.

Through friendliness and care we develop independent, successful and confident learners

In reverence we embrace the awe and wonder of God's creation

In service we celebrate the diversity and uniqueness of each other

#### **St George's School Motto**

Working together for the achievement of all

#### **St George's School Values**

Respect, Kindness, Creativity, Forgiveness, Friendship and Honesty

**ST. GEORGE'S CE SCHOOL**  
**RELIGIOUS EDUCATION POLICY**

**Introduction**

This policy has been updated in line with the overall review of Religious Education and Collective Worship at the school. The policy is intended to assist staff and pupils developing a knowledge and understanding of Religious Education and is set within the Mission Statement, the Aims of the school and the Religious Education Scheme of work. Support and guidance has been given by the London Diocesan Board for Schools.

**Aims**

To develop pupils' knowledge and understanding of Christian beliefs, values and practices and appreciate the spiritual and cultural significance of Christianity as the predominant religion in Great Britain.

To develop pupils' knowledge, understanding and awareness of other principal religions represented in this country.

To provide opportunities for children to learn from, as well as about religion.

To encourage respect for those holding different beliefs.

To help pupils to understand the place of religion in human life and the important ways in which it influences individuals, communities and society.

To help pupils appreciate the ways in which religion is conveyed in story, myth, ritual, symbol, artefacts, art, music and drama.

To develop skills and attitudes which will enable pupils to explore and respond to religious questions and sensitive issues in RE and other areas of the curriculum.

To promote pupils' spiritual, moral, social and cultural development.

**Legal Requirements**

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Parents may wish to exercise their statutory right, under section 71 of the School Standards and Framework Act 1998, to withdraw their children from Religious Education or Collective Worship, and they are not obliged to give a reason for requesting withdrawal. Such requests

should be made to the Head teacher in writing. However, in light of our admissions policy, it is our hope that this will not be necessary and parents who have specifically chosen our school will wish their children to participate fully in Religious Education and Collective Worship.

### **The Religious Education Scheme of Work**

We use the new London Diocesan Board of Education (LDBS) RE Syllabus. As outlined by the LDBS, the RE Syllabus works on the following principles:

The design principles are defined broadly as:

- have clarity of purpose
- ensure balance
- build in progression

The distinctive features of a question led RE Curriculum are:

- focus on object of study
- 'big' longstanding questions
- sequences for progression
- core beliefs and practices

Throughout the syllabus: -

Two thirds Christianity

One third other principal world faiths

(Judaism, Islam, Buddhism, Hinduism and Sikhism.)

### **Planning**

The planning for the teaching of Religious Education is in line with all curriculum subjects.

Teachers plan on a half-termly basis and these incorporate the weekly focus for each lesson with a focus on AT1 (learning about religion) and/or AT2 (learning from religions) where appropriate.

Teachers use the supplied LDBS scheme of work and tailor it to the needs of the children in their class, building upon prior learning and offering challenge as they move through the school.

Each year group has an outline of the units they follow in their Policy and Scheme file.

### **Teaching Guidelines**

Approximately 5% - 10% of curriculum time should be dedicated to RE. This equates to about 40 hours per year in Key Stage 1 and about 45 hours per year in Key Stage 2.

RE is taught weekly for approximately 1 hour 15 minutes in KS1 and 1 hour 30 minutes in KS2. In addition RE days are held regularly throughout the year.

RE is a core subject at St. George's (Hanover Square), given equal status with other subjects of the National Curriculum. Through our creative curriculum, teachers often make links throughout the learning day. Key skills such as thinking, researching, evaluating, reflecting and empathising are encouraged to develop through RE.

Children's learning is recorded in individual RE books and there is also a class RE book in each year group which follows the children as they progress through the school. This book is used to evidence a more creative approach to an RE lesson when written work is not appropriate. These books can be found in the Prayer Area of each classroom.

The following strategies, (amongst others) could be used in RE lessons:

- Collaborative learning

- Use of artefacts

- Visits and visitors

- Cross-curricular links e.g. Role play and drama, Music, Poetry and Dance Silence and reflection

- Differentiated activities appropriate for the pupil's knowledge and understanding in RE, not for example, their ability to write

- Use of the prayer areas in each classroom to support and encourage reflection.

### **Leadership and Management of RE**

The Religious Education subject leader is available to give advice, support and to monitor coverage of the themes by sampling books and observing lessons across the Key Stages. The subject leader will supply alternate planning to teachers in the event of schemes being not available.

The subject leader monitors and samples lessons to ensure progression in achieving AT1 (Learning about religion) and AT2 (Learning from religion) – and feeds back to the whole staff/individual as appropriate in line with the schools monitoring policy.

The subject leader attends relevant training and support staff through leading INSET sessions.

### **Assessment and Reporting**

Work will be marked in line with the Marking Policy.

At the end of unit pupil progress will be assessed in light of their understanding of the subject which forms part of their end of academic year report.

Assessment in RE is in line with our Assessment Policy.

The school assesses pupil work formatively using the LDBS assessment tool to help staff and pupils recognise achievements made over time.

### **External support**

Diocesan support

The London Diocesan Board for Schools (LDBS) supports our staff through a variety of methods: training; advice; moral and spiritual guidance to leadership and staff. Newly Qualified Teachers and more experienced staff seeking leadership are provided with a programme of training by the LDBS.

We work closely with the LDBS, highlighting opportunities for development and celebrating successes which can then become models of good practice for other schools.

### Incumbents

We work closely with our incumbents. On a termly basis, they support learning by working with our teachers to look at and review planning of the topics they are going to be teaching. They suggest local links to encourage visits to places of faith and learning from 'experts' to enhance the curriculum.

### **Equal Opportunities and Inclusion**

At St. George's CE School, equal opportunities and inclusion are of paramount importance. It is our aim to ensure that all children are included in Religious Education activities regardless of race, gender, class, ability or disability. (Please see the Equality Policy)

### **Resources**

The subject leader is responsible for developing and updating the resources for Religious Education. A budget allocation is made annually and staff are requested to make known any resources they require in addition to what is already in school. The subject leader makes use of the LDBS resource centre to support choices in resourcing.

The resources in school are held in the RE Library (located on the fifth floor of the back stairs of the school). Boxes for each world faith taught are found there.

September 2018

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