



St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: info@stpeters-farnham.surrey.sch.uk

www.stpeters-farnham.surrey.sch.uk



Believe Achieve Succeed

Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

RE POLICY

Person Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of new regulations
Date Adopted:	Spring Term 2018
Status:	Recommended
Next review:	Spring Term 2021
Ratified by Governors on:	Spring 2018

Our vision

At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum children are inspired to become lifelong learners and active world citizens.

How we view Religious Education

At St. Peter's Primary School Religious Education (RE) forms a central part of the curriculum. The aim is to make RE implicit in the everyday life of the school. RE aims to teach an awareness and understanding of life through the Gospel values, which includes an appreciation and celebration of other people's faiths. RE enables children to develop their understanding of Christianity and other faiths in order that they develop tolerance and understanding of the local, national and global communities in which they live.

A report of RE is included in the Head teacher's report to governors and the RE governor

Participation in RE and worship is not obligatory and parents or guardians wishing to withdraw their children may do so following the guidelines for withdrawal accompanying this policy.

The RE Curriculum

The school uses Guildford Diocese Religious Education Guidelines.

In the foundation stage units provide help for teachers to develop learning experiences, which lay the foundations of teaching Christianity, and for being a pupil in a church school. Teachers will also have the opportunity to include experiences of festivals and stories of other faiths. They will learn the prayers said regularly in school.

In Key Stage 1 the guidelines provide units on Christianity, (not less than 80% of RE time) and other major faiths (not more than 20% of RE time.) Weekly teaching time is one hour.

In Key Stage 2 the guidelines provide units on Christianity, (not less than 70% of RE time) and other major faiths (not more than 30% of RE time. Weekly teaching time is one and a quarter hours.

Aims

- To encourage children to reflect on what they have learnt and how the gospel teachings are relevant to their own lives.

- To encourage children to enjoy and appreciate the spiritual dimensions of life and to develop their understanding, primarily of Christian beliefs and practices, but also to develop an understanding of other faiths.
- To enable pupils to reflect upon their own experiences more deeply and to help them to understand the gifts that God has given them.
- To enable children to grow in their awareness of others' needs and aspirations.
- To give children the knowledge, skills and understanding they need to live a Christian way of life.
- To encourage children to explore their own beliefs in the light of what they learn, as they examine issues of religious belief and faith; and to express their responses.
- Enable pupils to build a sense of identity so that they flourish within a diverse community.
- Prompt pupils to consider their responsibilities to themselves and others, and explore how they might contribute.
- To encourage children to look for similarities and respect differences between others' beliefs.
- To monitor and assess children's progress and learning in RE, promoting high standards.
- To ensure that RE continues to develop and promote the distinctive religious character of the school.
- To ensure that RE continues to develop and promote the distinctive Christian character of the school.
- To ensure the importance of RE is demonstrated in the life of the school.
- To follow the Guildford Diocese Guidelines for teaching RE throughout the school.
- To include discussions on Fairtrade and Sustainability wherever relevant to support our whole school commitment to Fairtrade and Eco-schools.

Teaching and Learning

The school's aim is that the teaching in RE should be of a very high quality and set the standards for teaching throughout the rest of the curriculum. All teachers at St. Peter's School sign contracts which show a commitment to deliver the school's RE curriculum.

St Peter's is a fully inclusive school and teachers plan to make the curriculum accessible and challenging for all children, regardless of abilities or needs. It is essential that every child, regardless of their prior experience or knowledge, is able to access the RE curriculum.

Management and Organisation

The recommended time for teaching RE within the school per annum is 36 hours for Key Stage 1 and 45 hours for Key Stage 2. The RE curriculum is supported with additional workshops and activities such as annual Pause Days. Time should be allowed for follow up work from worship events and preparation for assemblies when appropriate.

Religious Education has two attainment targets and both should be reflected in all RE teaching:

- **AT1: Learning about Religion** is concerned with developing pupils' knowledge and understanding of beliefs, teachings and practices of the religions being studied.
- **AT2: Learning from Religion** is concerned with the response of the individual pupil to what they have learnt in RE. This attainment target values what the pupil takes away from their RE learning. It encourages reflection, questioning and the sharing of personal thoughts. It enables pupils to wonder about the fundamental questions relating to the meaning and purpose of life and their own role in the world.

Each unit at Key Stage 1 and 2 sets out the Learning Outcomes and possible Learning Experiences for each Attainment Target to assist teachers' planning. RE is occasionally delivered through a cross-curriculum approach. Higher order thinking skills are a whole school focus and there are often opportunities to develop thinking skills in RE lessons and throughout the school day. Children are aware that teachers do not have all the answers in RE. This encourages a learning environment where children are confident to explore and share their ideas.

Progression and Continuity

St. Peter's RE curriculum has been developed to show variety in topics and progression in knowledge and skills as children move up through the school. Regular INSETs will ensure that teaching staff are familiar with expectations for

their particular year group. RE lessons will be observed regularly. Monitoring of standards will be carried out as part of an annual cycle and a subject report will be produced for governors.

Resources

A wide variety of strategies should be used to teach RE making it meaningful and challenging. Lessons should be accessible to children of all abilities. Faith stories and fiction may be used to communicate ideas in RE. Bibles, multi-media resources, workshops and visits to places of worship should support learning in RE and drama, art and music should all be included in the curriculum to ensure that the learning is accessible to different kinds of learners.

Resources available include Bibles, story and non-fiction books, other faith artefacts and multi-media resources. Additional resources can be borrowed from the Resources Centre at Guildford Cathedral. Resources will also be supported by online materials from agencies such as Christian Aid, Barnabas, Traidcraft, and UNICEF. Visitors such as clergy, church groups and other faith speakers will also be a valuable resource.

Worship supports the RE curriculum. All classes have access to Bibles, crucifixes and candles to create a reflective corner within the classroom. Class prayers are said twice a day and are visible to all children in the class.

Resources will be monitored and updated within budget restraints.

Classroom Organisation

A variety of approaches will be used including teacher led activities, child-initiated, individual and group work. Teachers will apply different criteria for grouping children depending on the nature of the activity. All classes will have an RE display board relating to the current topic. This is in addition to a Worship area.

Management and Support

It is the duty of the head teacher and governing body to ensure that:

- All pupils make progress in their RE learning.
- The subject is well led and managed and that standards and achievement in RE are subject to regular and effective evaluation.
- Those teaching RE are suitably qualified and trained and have regular and effective opportunities for CPD.
- Teachers are aware of the contribution of RE in developing pupils' understanding of religion and belief and its impact on the wider community.
- The RE leader will offer support and advice to staff. The manager will attend termly meetings at The Diocese to keep staff and governors informed of current thinking. INSETs will be delivered on a regular basis.

Assessment

RE is assessed by the teacher once a term. Children are assessed and given a best fit level in both AT1 and AT2. It is felt that children should not be assessed solely on what they have recorded so other opportunities are given to children to show what they know and understand, possibly through discussion, Art or Drama. Children are assessed at the end of a unit and this will be based on an individual's contribution and application throughout the unit, rather than on one specific task.

The RE manager is then able to track children's individual progress in RE from year to year, and also to draw a comparison with their attainment in RE and their attainment in another area of the curriculum.

Contribution of RE to other curriculum areas

Exploring the concepts of religion and beliefs and their roles in the spiritual, moral, social and cultural lives of people in a diverse society, helps children to develop a moral awareness and social understanding.

Our RE curriculum promotes respect and tolerance which contributes to promoting a positive and inclusive school ethos which champions justice and human rights.

Sarah Marshall
January 2015