



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

Little Green Lane, Farnham, Surrey, GU9 8TF

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Our Vision Statement

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

RE POLICY

Person Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of new legislation
Status:	Statutory
Date Adopted:	Spring Term 2024
Next review:	Spring Term 2027
Ratified by Governors:	17 January 2024

Latest updates are highlighted

Religious Education at St Peter's

In forming this policy and defining its RE provision, St Peter's has considered the Church of England's statement of entitlement for Religious Education as an academic subject in a church school.

"All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

At St Peter's, RE forms a central part of the curriculum as a core subject. RE enables children to develop their understanding of Christianity and different faiths to promote respect and develop an understanding of the local, national and global communities in which they live. Pupils have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

RE links with the aims of our SMSC provision and our three values: *Active Citizen*, *Inclusiveness* and *Courage*. In RE pupils are challenged to apply what they learn to people's lives today and to their own lives. There are opportunities to be creative and to think about their own place in the world and how our actions might impact others. Through quality RE, children should be able to pick up both on a moral code and also come to question and understand why people have the beliefs they do and why this reflects their cultural practices.

This policy links with The Teaching and Learning Policy, The SMSC Policy, The Learning for Life Policy and the school's statement of British Values.

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



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The RE Curriculum

Aims

- 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 encourage pupils 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 different faiths and none.
- 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 give children the knowledge and skills to appreciate and respect a Christian way of life, whether they identify as Christian or not.
- 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 diverse and evolving communities.
- Prompt pupils to consider their responsibilities to themselves and others and explore how they might contribute to others' joy and wellbeing.
- 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 follow Understanding Christianity and The Surrey Agreed syllabus for teaching RE throughout the school.
- To include discussions on Fairtrade (justice and equality), global humanitarian and social issues and sustainability (including the Christian understanding of stewardship) wherever relevant, to support our whole school commitment to these issues.
- To embrace opportunities to make links with the school values of: *Active Citizen, Inclusiveness and Courage*.

How do we do achieve these aims?

- Through a well- planned curriculum and good teacher knowledge, we aim for significant progress and high attainment in RE, enabling pupils to become curious, confident and respectful in their religious literacy.
- Through encouraging pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Through learning activities designed to provide for the needs of all pupils.

Understanding Christianity & Surrey Agreed Syllabus (2023)

St Peter's combines the National Society's RE resource: ***Understanding Christianity*** with ***The Surrey Agreed Syllabus (2023)***. The long-term plan for RE is available on the school's website.

The ***Understanding Christianity*** materials explore the Christian story through eight key concepts:

- God;
- Creation;
- The Fall;
- People of God;
- Incarnation;
- Gospel;
- Salvation; and
- The Kingdom of God.



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Through these concepts, pupils encounter a range of biblical texts, placed within a wider theological context. They consider the nature of God and what it means for Christians to be in relationship with the Creator. They explore Christian understanding of the relationship between God and His people in the Old Testament and make sense of messianic expectations and Christian belief in their fulfilment in Jesus.

These concepts are linked and developed as pupils move up through the school and are given opportunities to examine the impact of these beliefs and their presence in the lives of Christians, through (for example) celebrations, festivals, rituals, creative and spiritual expression, actions and activism, expressions of love and compassion, calls for justice and ethical responses. The UC frieze is displayed prominently to assist the aims of this resource.

The Surrey Agreed Syllabus explores religion through key areas of God, Community and Identity. These can be applied across religions and then support a thematic unit in the final term (from Summer 2024).

- **In YR** the curriculum supports Early Years practitioners to lay the foundations for children's understanding as they start school. Teachers provide learning experiences, which lay the foundations of teaching Christianity, and for being a pupil in a church school. Teachers will also include experiences of festivals and stories from different faiths.
- **In Key Stage 1** the curriculum covers Christianity (not less than 50% of RE time) and different major faiths (not more than 20% of RE time.) Weekly teaching time is one hour.
- **In Key Stage 2** the curriculum covers Christianity (not less than 50 % of RE time) and different major faiths (not more than 30% of RE time. Weekly teaching time is at least one and quarter hours.

World religions and world views:

During their time at St Peter's all pupils will also have studied the core beliefs and practices of Islam, Judaism, Hinduism, Sikhism, Buddhism and Humanism.

- YR: Hats of Faith- Introduction to diversity and an awareness that people have different beliefs.
- Y1: Judaism
- Y2: Islam
- Y3: Judaism and Islam
- Y4: Sikhi and Humanism
- Y5: Islam and Judaism
- Y6: Sanatan (Hindu) Dharma and Buddhism

Teaching and Learning

RE has the status of a core subject. It is taught as a rigorous academic subject with many opportunities for deeper questioning and thinking skills. A range of teaching styles and media are employed, including discussion, debate, art, drama and music. Every child regardless of ability or needs is able to both access and be challenged in RE lessons.

All RE lessons are taught by the class teacher. All teachers at St. Peter's sign contracts, which demonstrate a commitment to deliver the school's RE curriculum.

Management, Organisation and Assessment (Our vision for RE is set out on our school website.)



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The recommended time for teaching RE within the school per annum is between 5% and 10% of teaching time. While the aim is for RE to be taught weekly, it is also supported with additional workshops and activities such as Pause Days, visits from Signposts and visitors representing different world religions.

Each RE unit sets out the learning outcomes in a Learning Journey to assist teachers' planning. This makes links with what has been covered in previous year groups and what it is going to be covered at a later stage. RE is occasionally delivered through a cross-curriculum approach and links are regularly made with other subjects to make the learning experience real and relevant. This encourages a collaborative learning environment where children are confident to be curious, listen to others' views and share ideas.

St. Peter's has developed the RE curriculum to show variety in topics and progression in knowledge and skills as children move up through the school. Regular INSETs ensure that teaching staff are familiar with expectations for their particular year group. Monitoring of standards in RE is conducted as part of an annual cycle and a subject report is read by governors. The RE lead presents to the Children and Learning Committee. The RE governor visits the school for pupil voice and to contribute to lessons, where relevant.

RE is assessed by the teachers. Children are assessed and given a best-fit level for the success criteria. Children are assessed based on their contribution and application throughout the unit, rather than on one specific task. This may be through discussion or through a creative task – in whichever way allows a child to show what they have learnt. This allows for a child who is weaker in Literacy to be able to exceed expectations in RE.

RE is tracked on the school's electronic system. The RE leader and SLT may see the whole school picture of RE at any time. The RE lead is able to track children's individual progress in RE from year to year and draw a comparison with attainment in RE and attainment in another curriculum subject.

Resources

Resources available include Bibles, story and non-fiction books, faith artefacts and multi-media resources. The school also uses RE sites such as: REQUEST, REONLINE and NATRE resources. Teaching and learning are also supported by online materials from charitable organisations and NGOs such as Christian Aid, Fairtrade and UNICEF. Visitors such as clergy, church groups and different faith practitioners are also a valuable resource.

Whole school and class worship supports the RE curriculum on occasions.

Resources are monitored regularly and updated within budget restraints.

Classroom Organisation

A variety of approaches are 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 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 RE Lead, 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 and that:
- The RE leader will offer support and advice to staff and will attend termly meetings at The Diocese to keep staff and governors informed of current thinking. INSETs are delivered on a regular basis.



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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. RE also supports our Learning for Life syllabus, Literacy, Oracy and the Arts.

Our RE curriculum promotes curiosity, reflection and respect which contributes to promoting a positive and inclusive school ethos which in turn, champions justice, equity, diversity and human rights.

Sarah Marshall

Spring 2024