

Spalding Parish Church of England Day School

*At the heart of our diverse community, striving for excellence,
enabling all to achieve their highest potential.*



Religious Education Policy

Date of Policy: April 2020

Adopted by Local Council: October 2020

Signed by Chair of Governors: October 2020

New Policy: April 2020		



Spalding Parish Church of England Day School
Religious Education Policy

1) Vision and Context

*At the heart of our diverse community, striving for excellence,
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We aim to be an outstanding inclusive church school embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and co-operating with the Holy Spirit for the flourishing of every person through the principles of wisdom, hope, community and dignity.

*‘Start by doing what’s necessary, then do what’s possible; and suddenly you are doing the impossible.’
St Francis of Assisi*

As a caring Christian community built on Compassion, Trust, Friendship and Hope our work and vision is based on the core values stated above alongside the additional values of Courage, Perseverance, Humility, Forgiveness, Wisdom and Thankfulness. These values clearly state our firm belief in God overarched by the values of Respect and Responsibility and our school ethos, all of which is encapsulated in the school’s Mission Statement.

Our Christian values-based school celebrates curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all we do. Our children learn to become resilient and self-assured in a safe, inclusive and nurturing community. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

We recognise that children are created in the image of God, valuing their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We believe that our broad, balanced and progressive curriculum, underpinned by British and Christian values, plays a major part in delivering a good quality of education which permeates through every element of school life. The achievements, attitudes and well-being of all our children matter and we have high expectations for everyone in the school community.

2) Curriculum Intent - What are the aims of our curriculum? How is this specific to SPCEDS?

Our Aims:

1. To support children in developing secure skills and knowledge across a broad range of subjects, developing literate, numerate and articulate pupils;
2. To ensure pupils are prepared for life as future citizens and broadening children’s life chances, e.g. through expanding their vocabulary;
3. To enable children to become happy, independent and inquisitive life-long learners enabling them to achieve personal success/greatness;
4. To make children the centre of everything we do, where they are passionate about learning whilst being challenged and supported through a broad, balanced and creative curriculum;
5. To ensure high levels of physical and mental wellbeing;
6. To build a sense of self-worth, personal responsibility and respect for one another;
7. To place the school at the heart of local society, encouraging a caring and supportive partnership between children, their families and the wider community;

8. To develop an environment and school ethos where rules and laws alongside individual needs are understood and respected and diversity is celebrated.

3) Subject Intent - What are the aims of each subject? How is this specific to SPCEDS?

RE is central to the purpose of Spalding Parish Church of England Day School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

RE at SPCEDS explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children.

Pupils will have opportunities to develop an understanding of the lives, thoughts and beliefs of people around them. They will be able to empathise and understand views that are different to their own. Children will be able to ask deep thinking questions to further their understanding of a range of beliefs and values. They will value the differences in lifestyles and thoughts of each other and make connections and comparisons between their beliefs and those of a different faith. They will be able to justify their ideas and opinions, referring to religious texts and origins of beliefs. They will develop an understanding of the importance of community and the effects that different beliefs have on the community around them. In a community that has a wide variety of beliefs and backgrounds, this is important to our children.

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

RE Aims:

1. To develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning;
2. To develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain;
3. To understand how belief may impact on culture, relationships, values and lifestyle;
4. To understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings;
5. To develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships;
6. To explore ways in which religious values and teaching have an impact on actions and decisions for people of faith;
7. To be supported in their own search for meaning and purpose in life;
8. To develop a sense of awe, wonder and mystery;
9. To explore concepts of love, forgiveness and sacrifice;
10. To develop skills of reflection, empathy, communication, analysis, investigation, interpretation evaluation and synthesis;
11. To develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

4) Implementation - What? How? Why?

As a voluntary aided CE school, the Lincolnshire Agreed Syllabus for RE is our statutory document for the teaching of RE. The 'What' is driven by The National Curriculum, or in the case of RE the Lincolnshire Agreed Syllabus, and our own beliefs about what is important for the children to learn whilst the 'Why' is in response to national, school and individual targets. This also addresses individual requirements of the whole child in order to develop positive attitudes, ensure children achieve their potential and to raise standards. If we consider how children learn and respond to this in how and what we teach, we can then become successful in the why.

Approach (Schemes of Work, Approach for Key Stages)

RE is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils. At Spalding Parish Church of England Day School however RE is considered to be a core subject.

At SPCEDS we follow the statutory requirements which can be found in the Education Act (1944) and the Education Reform Act (1988) by following the Lincolnshire Agreed Syllabus which meets the requirements stated below.

1. RE is part of the basic curriculum but not of the National Curriculum. It must be taught according to locally agreed syllabus prepared by a specially convened standing conference.
2. RE must not be denominational but teaching about denominational differences is permitted.
3. RE must be provided for all registered pupils. (In the Foundation Stage this will be planned for through PSED). Parents have the right to withdraw their children from RE lessons.
4. The Educational Reform Act (1988) states that 'RE must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.'

As a school we use the Balanced Approach to teach RE, maintaining a balance between Believing, Living and Thinking for each religion supported by planning materials from the Diocese of Lincoln website. Understanding Christianity materials are also used across school to support teaching and learning.

Teachers will plan and assess using the SPCEDS progression frameworks based on a conceptual model. Long Term Planning for each Year Group from Year 1 to Year 6 forms the basis for termly Medium Term Plans which will ensure that there is continuity and progression for pupils and opportunities for assessment.

RE will be given at least 5% of curriculum time i.e. 1 hour per week in the Foundation Stage and Key Stage 1 and 75 minutes per week in Key Stage 2.

Principles (Pedagogy for Teaching and Learning)

RE lessons at SPCEDS offer pupils and staff opportunities to:

- 🔥 Explore and share beliefs;
- 🔥 Consider the importance of the teachings of the Bible and how they are relevant to life today;
- 🔥 Think about the needs of others and develop a sense of community;
- 🔥 Appreciate the importance of religious beliefs to those who hold them.

RE is taught using a range of teaching and learning styles. As appropriate children will be encouraged to think about people and countries less fortunate than themselves, and about how we can help care for the Earth's resources. RE Teaching will be supported by community links including regular visits to

St Mary and St Nicolas Church and attendance at St Mary and St Nicolas Church services at key times during the Church year.

Children also have access to questions to deepen their thinking, as a follow up outside of the RE lessons. This happens across Key Stage 2, and in Year 2 from Term 3 onwards.

Spiritual, Moral, Social and Cultural Development

Spiritual Development - Exploring beliefs and experience; respecting values; discovering oneself and the surrounding world; using imagination and creativity; reflection.

Moral Development - Through recognising right and wrong; understanding consequences; investigating moral and ethical issues; offering reasoned views.

Social Development - Through using social skills in different contexts; working well with others; resolving conflicts; understanding how communities work.

Cultural Development – Through appreciating cultural influences; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity.

5) Resources (including CPD)

Teachers will encourage children to use a range of resources including books, artefacts, DVDs and internet-based activities. These resources will be bought and updated as necessary. People with an interest, or expertise, in a particular topic or area of RE could be invited into school to talk to the children.

Relevant CPD will be offered to staff when available. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

6) Specific Information (links to other areas)

RE is central to the purpose of Spalding Parish Church of England Day School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate. Additional opportunities to further children's learning about and from religions are also planned including Guided Reading sessions, texts used in English learning and Science discussions, e.g. when studying Evolution.

A range of visitors will be invited in to support the teaching of RE and with visits an essential part of the RE curriculum these will be planned to places of worship where possible. Children learn best when the learning environment is ordered and they feel safe. All visits should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

7) Assessment

A range of teaching and learning activities will ensure that pupils learn effectively and with interest. Pupil progress and attainment in RE will be tracked and recorded termly, focussed on the areas of Believing, Living and Thinking (from the Long Term plan), with appropriate evidence gathered for the identified areas. Over each academic year, this will build a portfolio of a range of evidence types. e.g. work in books, records of conversations, adult notes made during learning, videos to support

assessment data. RE attainment will be formally assessed at the end of each academic year, and progress in RE will form part of pupils' annual report to parents.

8) Inclusion

All children have equal access to the RE curriculum and its associated practical activities. The SLT, class teachers and TAs at Spalding Parish Church of England Day School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Materials have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively.

We expect all children to attend RE lessons although parents have a legal right to withdraw their children from these. Parents do not have to explain or give reasons for this. This complies with the 1988 Education Reform Act. As RE is central to the life and identity of Spalding Parish Church of England Day School, we would ask parents wishing to exercise this right to do so in writing following a meeting with the Head Teacher, this will be recorded for future reference. The school will then make alternative arrangements for the supervision of the child during the period concerned with parents requested to send in work for their child to complete during these times.

9) Monitoring and Review

Monitoring will be undertaken by the RE lead and the Curriculum lead in line with the MER timetable with feedback shared using agreed documentation. Monitoring will take various forms including work and planning scrutiny, lesson observations, pupil interviews and staff discussions.

The RE lead will liaise with the Local Councillor who holds responsibility for RE and they will report regularly to the Local Council on progress and attainment in RE. The RE lead and Head Teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

10) Policy Review

This policy will be reviewed every two years.