

St. Bartholomew's C of E Primary School
Sydenham



Religious Education Policy

Agreed by the Governing Body on: January 2018

Scheduled Review Date: January 2020



Our Core Purpose

Believe, Achieve, Succeed

Our Vision

With God as our guide we are committed to:

- Developing curiosity by opening our children's minds to a limitless world of possibilities.
- Inspiring, challenging and supporting children to achieve and excel in a nurturing environment.
- Building a community through faith, resilience, tolerance and harmony where each individual is valued and will thrive.

Rationale

The purpose of this policy is to outline the contribution that Religious Education (RE) makes in strengthening and supporting the Christian distinctiveness of our school.

It sets out the aims, principles and strategies used in the teaching and learning of RE at St Bartholomew's Primary School and has been developed being mindful of our schools' aim to provide an education of the highest quality within the context of Christian belief and practice.

Aims and Objectives

1. As a Church of England Primary School, the RE provided is central to the life of our school. As such, RE is given the priority that it deserves as a core subject in the curriculum and aims to be an outstanding specialism of St Bartholomew's School. It is intended that the RE provided is of the highest quality, aiming for excellence in teaching and learning.
2. Our school Christian values underpin everything we do. For the current academic year, 2018/19, we will be focussing our curriculum around the specific values of love, truth, generosity, perseverance and wisdom.
3. St Bartholomew's central aims of Religious Education (as detailed in the Southwark Diocesan policy statement "*Religious Education in our Church Of England Schools - June 2016*") are to enable children to:
 - a) 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;
 - b) Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain;
 - c) Understand how belief may impact on culture, relationships, values and lifestyle;
 - d) Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings;
 - e) Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships;
 - f) Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith;
 - g) Be supported in their own search for meaning and purpose in life;
 - h) Develop a sense of awe, wonder and mystery;
 - i) Explore concepts of love, forgiveness and sacrifice;
 - j) Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis;
 - k) Develop attitudes of respect, sensitivity, open-mindedness and self-esteem and
 - l) Be given the opportunity for quiet reflection and prayer across the day which includes writing their own personal prayers.

Legal Framework

4. As a voluntary-aided Church of England school, the Southwark Diocesan Board of Education (SDBE) Agreed Syllabus for RE is our statutory document for the teaching of RE.

5. Parents have a legal right to withdraw their children from RE lessons, but as RE is central to the life and identity of St Bartholomew's CE Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this when they apply to join our school.

Teaching and Learning Scheme of Work

6. The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions as outlined below:
 - a) There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus.
 - b) The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
 - c) A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
 - d) Pupil progress and attainment in RE will be tracked and recorded termly and St Bartholomew's School will keep an up to date portfolio of evidence to support assessment data.
 - e) Progress in RE will form part of pupils' annual report to parents.
 - f) RE will be taught as a discrete subject and on occasions as part of a cross-curricular approach where appropriate.
 - g) A range of visitors will be invited to support the teaching of RE, and where possible, there will be visits to places of worship.
 - h) RE is timetabled for at least 1 hour per week across St Bartholomew's School.
 - i) We are a LifeSavers school, underpinning financial education through gospel values.
7. See also Appendix 1 for the current Curriculum Map relating to RE.

Community

8. St Bartholomew's School has close links with the Parish Church of St Bartholomew's and its clergy visit St Bartholomew's School to support RE and collective worship on a regular basis. In addition, we keep January as Parish Month, when we encourage every class to visit St Bartholomew's Church and explore an aspect of worship; the church and community life.
9. School Eucharist is held in St Bartholomew's School at least once a term. Other services are held in St Bartholomew's Church for the whole school, such as Harvest, Christmas, Easter and Leavers' Services. Year 6 also visit Southwark Cathedral for the Diocesan Leavers' Service and enjoy the sense of the Diocesan family. Parents are invited to all of these services.

10. There are opportunities for other members of the community to contribute to RE and worship, for example, we work with Spinnaker trust and often invite other local clergy to visit.
11. St Bartholomew's School also ensures that children are given the opportunity to visit other churches in the parish and places of worship for other faiths in and around London.
12. Harvest and Lent appeals are led by our School Council representatives and we support charities both in our local community and further afield, thereby furthering our community links both in our borough and the wider world.

British Values

13. At St Bartholomew's we ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of St Bartholomew's School.
14. RE lessons provide excellent opportunities to deepen and develop understanding of these concepts and children embrace them with enthusiasm, demonstrating a good understanding of their application to their own lives.

Spiritual, Moral, Social and Cultural Development

15. St Bartholomew's is passionate about helping each child to fulfil their potential in all aspects: spiritually, morally, socially, academically, culturally and physically.
16. RE makes a strong contribution to enhancing each child's spiritual, moral, social and cultural development, helping them to build a sense of their own identity in an ever-changing society. See also Appendix 2 which illustrates how SMSC education and British values are threaded through everything we do.

Subject Leadership

17. The RE subject leader's role and responsibilities are as follows:
 - a) To support and monitor the subject across the school.
 - b) To ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
 - c) Supported by the Leaders of Learning group and the Headteacher, to ensure that staff receive adequate training in the teaching and assessment of RE.
 - d) To monitor the quality of RE teaching across St Bartholomew's School.
 - e) To liaise with the Governor holding responsibility for RE and report regularly to the Governing Board on progress and attainment in RE.

- f) Together with the Headteacher, to ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

Monitoring and Review of this Policy

18. This policy will be reviewed in January 2020.

19. Its effectiveness will be monitored by the RE Co-ordinator and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future School Development Plan.

Curriculum Map for the New Diocesan Syllabus for Religious Education

From September 2016

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
Foundation.	Who made the wonderful world?	Why is Christmas special for Christians?		Why do Christians believe Jesus is special?	What Is So Special About Easter?		Who cares for this special world? Why?	How Did Jesus 'Rescue' People?
Year 1	What is it like to live as a Jew?	The school's own saint day	Nativity characters: Which character are you?	What do Sikhs believe?	What Is The Story of Noah Really About?	Why is Easter the most important festival for Christians?	What responsibility has God given people about taking care of creation?	Why is important to listen to the stories that Jesus told?
Year 2	Why did Jesus teach The Lord Prayer as the way to pray?	What are God's rules for living?	Where is the light of Christmas?	What does it mean to be a Sikh?	Why are saints important to Christianity	How do Easter symbols help us to understand the true meaning of life?	Why are they having a Jewish party?	Why do Christians make promises before God?
Year 3	What does it mean to live as a Jew?	Remembrance	Incarnation: How Do Art and Music Convey Christmas?	The Bibles Big Story.	Do fame and faith go together?	Easter People – Who Is The Most Significant Person In The Easter Story?	What do the miracles of Jesus teach?	What does it mean to be a Hindu?
Year 4	What is the importance of symbols, beliefs and teaching in Hinduism?	What Can We Learn From Wisdom?	Is peace the most important message of Christmas?	How Did Belief In God Affect The Actions of People In The Old Testament?	How Do 'Bishops in Action' Help Lead The Anglican Church In The Christian Faith Today?	What Happens in Churches during Lent and at Easter?	Who is Jesus? (I am sayings)	What does it mean to be a Muslim?
Year 5	How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah?	How Do Christians Believe Following Jesus' New Commandment and His 2 Greatest Commandments Make A Difference?	How do advent and Epiphany show us what Christmas is really about?	Liturgy	What do the monastic traditions within Christianity show us about living in a community?	Easter Hope	The journey of life and death MUST INCLUDE SIKHISM	What is Buddhism?
Year 6	What does it mean to be a Buddhist?	Should every Christian go on pilgrimage?	How would Christians advertise Christmas?	Understanding faith in Sydenham? MUST INCLUDE SIKHISM	What are the Beatitudes and what do they mean to Christians?	Holy Communion	How has the Christian message survived for over 2000 years?	Rules and responsibilities. (bridging transition unit)

How we see Spiritual, Moral Social and cultural (SMSC) education and British values threaded through what we do - updated Spring 2018

The rule of law	
Understanding the world	Ancient Greek and Ancient Roman Study. Links to other cultures – British Common law. Endangered animals, Geography in KS1, Environmental law, EU restrictions, energy- renewable energy sources.
STEM	Boundaries on ethics of scientific experimentation. Computing- e-safety, referencing, global environments/ laws, UN guidelines. Classroom rules and conduct (safety). Ethics of debate.
Communication and language	UN convention of Children's rights, contents of books- stories. Writing their own laws, classroom rules, ownership of boundaries, fictional writing- story rules, story arc, EYFS, create a fantasy play, free play, role play. Reflection of character development. Justification of reasoning.
RE/PHSE/Phil	Class charter- school rules, consequences, school Eucharist, Different laws within different faiths, food, and worship. Restorative justice, behaviour system, behaviour for learning visuals. Debates about moral issues, lifesavers, visits to church, daily collective worship.
Expressive arts	Following the rules of games to ensure fairness. Graffiti art but time and place. Not imposing your taste on others.

Mutual respect	
Understanding the world	Study of other cultures sensitively. Family history month, recycling, respecting the planet. Assemblies -study of ancient Rome trade agreements between Britain and Roman empire respecting borders.
STEM	Ethics of debating. Mixed ability grouping. Peer assessment. Encourage mutual respect and peer support within all areas of learning.eg: feedback for assessment. Reasoning activities- encouraging mutual respect and listening to ideas. E- safety, class experts, resilience training fed through STEM subject.
Communication and language	Being a good audience, peer feedback, respect others children's work, volunteer reading. Respect opinions in literature, debating with mutual respect. Balanced arguments, peer reading. Bug Club, ERIC (Everyone Reads in Class), Guided reading, curriculum content- looking after resources and book corners.
RE/PHSE/Phil	Respect for religions and cultures, value family systems and values. Understanding of people who are different from us, understand a range of opinions, views, and beliefs. Listen and reflect on other peoples' opinions, life styles and choices Working with St Christopher's hospice Class prayers.
Expressive arts	Mutual rules in PE, Willingness to take part, tolerance, peer assessment, using a range of music and art from different cultures.

Tolerance	
Understanding the world	History and Geography- studying of Ancient Cultures that have contributed to today's modern society- Benin, India, Balance of cultures- European and non-European Journeys, Romans, Tudors, intolerance, Geography- differences and similarities.
STEM	Tolerance of other views and opinions. Creation and Darwin theory, Making artefacts, clothing, food from other cultures. Ethics of debate. Reasoning- making and respecting views, conjectures, hypothesis, mixed ability grouping, valuing work.
Communication and language	Tolerance of other languages and cultures, Sharing stories from other cultures, Creative activities- posters, project, debates about ideas, First News, Books and poetry. Support staff- supporting children with home language. Representations in the media. Tolerance of other views and opinions.
RE/PHSE/Phil	Accepting other people's beliefs, accept others for who they are, Life savers- Values, everyone has different resources and what they do. National Elmer day. Focus on talents and skills, celebrating difference, class experts, compare/ similarities between faiths and cultures. Collective worship- considering other ways of worship, family History month. Visit other places of worship, denominations.
Expressive arts	Encouraging good team spirit, sharing resources fairly. Appreciate others opinions. Understanding everybody has different abilities, sharing and listening and learning from other cultures.

Democracy	
Understanding the world	Ancient Greek study, Tudors, Ancient Rome. Geography- Countries as Republic and Monarchies, Celts and Roman Chieftains as early leaders. World war 2- year 3 study.
STEM	D&T, science experiments, roles and responsibilities, Freedom of debate. Behaviour policy- Lolly sticks for access to teaching, giving knowledge and skills to enable pupils to make informed choices e.g. healthy eating. Raising girl's aspirations in attainment and science. Equal opportunities, money skills, Lifesavers.
Communication and language	Verbal communication- public speaking e.g. school council, election. Debating/ debating club. Specific curriculum content- books like Floodlands or fantastic Mr. Fox. MFL- laws in different countries, European union and UN convention of Human rights. Speaking and listening.
RE/PHSE/Phil	Church of England and other faiths structures/ roles. Class voting. Children involvement in decision making. Choice and freedom to have faith, participation is a choice. PHSCE- Debate and groups making a decision.
Expressive arts	Voting team captains, choices, listening to and sharing others opinions of types of music and art, inclusive. Sports festivals for all years and ability.

Individual Liberty	
Understanding the world	Ancient Greece, Freedom of religions, Ancient Rome- study of slaves contrasted with today's society. Journeys- Freedom of choice.
STEM	Debate - being at liberty to share ideas. Willingness to take risks, challenge day. Choosing how to carry out/ interpret task, particularly prominent in science/DT. Homework- choice, success criteria- must/should/could. Research in computing.
Communication and language	Freedom of expression, planning, debates, writing. Drama- expressing their confidence, writing, plays. MFL- Celebrating their cultures, poetry. World book day.
RE/PHSE/Phil	The right to have an opinion and voice it. Freedom of speech, hold their own faith, freedom to make their own choices and be in an environment where they are valued as an individual mindfulness and meditation.
Expressive arts	Free choice and to express self and voice opinions without fear. Opportunity to develop in non-academic areas, no gender restriction in PE stay and play.