



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: RELIGIOUS EDUCATION

Date: March 2022

Review Date: March 2024

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

At St Dunstan's we celebrate:

- Excellent achievement and progress in all that we do
- Learning for life in all its fullness
- Christian values alive within our school
- Being at the heart of our community

AIMS

Through its programme of Religious Education, St Dunstan's Cheam C of E Primary School aims, within a Christian environment to enable pupils:

- To develop knowledge and understanding of the Christian faith and the Anglican tradition, in a broad, balanced and manageable way, reflecting on the elements of faith and tradition inherent in our culture.
- To develop some knowledge and understanding of the other main world faiths represented in the United Kingdom (Islam, Judaism, Hinduism, Sikhism, Buddhism), applying an understanding of religion to develop respect, empathy and sensitivity towards all people.
- To apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices.
- To explore religious beliefs and practices in order to help children understand their influence on individuals, communities, societies and culture.

- To enhance an exploratory and reflective approach which enables them to continue in, or come to their own beliefs, thereby supporting them in their own personal search and enquiries about life.
- To develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none.
- To build on each child's past experience of life, helping him/her to continue developing an awareness of themselves and consideration for others.
- To develop, in the children, a sense of awe and wonder of creation and the natural world.

THE CURRICULUM: OUR APPROACH

The Southwark Diocesan Board of Education has produced a syllabus for the teaching of RE which is implemented at St. Dunstan's. The scheme comprises units of study for the teaching of Christianity at Foundation Stage, KS1 and KS2 and the study of the other main world religions beginning at KS1 and progressing in KS2. It clearly identifies opportunities for pupils to both learn **about** religion (Attainment Target 1) and learn **from** religion (Attainment Target 2).

RE is taught weekly for the recommended time allocation: one hour for Key Stage 1 and one hour twenty minutes for Key Stage 2. Religious teaching within collective worship and other curriculum areas provides additional opportunities for learning.

Resources to support the teaching of these topics are available from the RE resource cupboard in the Music Room or through the subject leaders. Monitoring of plans, books and RE lessons is carried out as part of the school monitoring schedule in order to ensure progression and continuity.

CROSS CURRICULAR LINKS

Whilst being taught as a discrete subject, RE has many cross curricular links. For example, drama is used in teaching about Noah at Key Stage 1, whilst at Key Stage 2 links are made with English when writing letters and newspaper reports inspired by New and Old Testament stories. Art is evident in both Key Stages when responses to learning are through the making of artefacts, drawing or artistic displays. In discussion about "self" and identity, as well as death, bereavement, membership of groups and clubs, there is a strong link with PSHE work. Further links with Citizenship and British Values are evident in exploring rules for living, ideas about faith, relationships and the natural world. There is a direct link with history as children learn of both the traditions and festivals of the different faiths studied. The geography link is by work on pilgrimage, the travels of Jesus in the Holy Land and St Paul's journeys. A wide range of religious music and hymns are appreciated and songs are sung connected to certain topics. Children are encouraged to write their own

prayers and reflective poems which are frequently shared in Worship, Prayer Group and in class. IT skills are used to promote understanding of biblical stories and internet sites enable children to access valuable information when researching other faiths studied.

SPIRITUALITY

Through curricular and extracurricular activities offered throughout the school and acts of worship at each Key Stage, we consciously provide opportunities for children's spiritual development. Pupils are encouraged to appreciate and respond to the wonder and beauty of creation. They are also encouraged to reflect on the fundamental meanings and questions of life. Clear opportunities for spiritual development form an integral part of the planning in all curriculum areas.

EQUAL OPPORTUNITIES

We understand that children arrive at school from a variety of cultural and faith backgrounds. We endeavour to develop the potential of each child to fulfil the above aims, regardless of ability, gender and race. Pupils are aware of our school policies of racial equality and anti-bullying. They are encouraged to recognise and challenge racism and prejudice in their own and other people's behaviour. Discussions around such issues are integral to our Christian Values, British Values, RE and PSHE curriculum.

INCLUSION

Pupils are able actively to engage in RE lessons as a variety of work is undertaken e.g. collaborative work, discussion, drama and art, mainly in mixed ability groups. Where pupils have particular needs, work is differentiated and strategies in their IEPs taken into account. Where children have severe communication difficulties the opportunities for spiritual development are still accessible through visual resources and the use of IT.

Although legally parents have the option of withdrawing their children from the teaching of RE, it is expected that, by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE. For these reasons, we ensure that the aims of RE are properly understood by the whole school community and that RE is inclusive and taught in such a way that it is seen as non-threatening and is relevant for all pupils in the school.

ASSESSMENT, RECORDING AND REPORTING

In Religious Education our assessment is formative. Much of pupils' work is assessed through discussion, observation, questioning and pictorial representation, in individual topic / R.E books or as displays in the classrooms or corridors. Children are involved in their own self-assessment. They are encouraged to reflect on their understanding and personal response to particular lessons/units of work using the 'I can' statements which are in their books.

Staff review children's work and other evidence at the end of each unit and complete and enter data onto Target Tracker termly. Work is assessed against the expectations for RE using SDBE guidance. The subject leaders monitor attainment across the Key Stages and track progress and attainment in comparison with other core subjects. Each class has an RE portfolio, in which tracking data and evidence of a range of RE activities are recorded. Additionally, a class 'Big Book' is used to provide evidence of a range of collaborative learning experiences. This moves up with the children through their journey through the school.

The end of year school report to parents includes a section specific to RE for all pupils.

The National Society Self-Evaluation Document for Anglican and Methodist Church Schools (previously known as 'The Toolkit') is used by staff, governors and the Faith Group on a regular basis as a means of evaluating our effectiveness as a Christian school.