



# St Paul's Church of England Primary School

## Religious Education Policy

**Adopted by:** Curriculum and Achievement Committee

**On: Tuesday 19<sup>th</sup> November 2024**

**Date reviewed: Autumn 2027**

### **'Rooted and Growing in God'**

#### **Statement of Intent:**

At St Paul's CE Primary School, we believe that children should be encouraged to develop their beliefs, values and attitudes within the Christian community of our school. Our school aims to serve the whole community within the local area, welcoming children of all races from church going and other family backgrounds and faiths. We work closely with St Paul's Church to enable the children to develop their spirituality.

We are a generational, diverse school who celebrates all of the cultures, skills and experiences our school community has to offer.

We believe that Religious Education makes a major contribution to the spiritual, moral, social, emotional and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values.

#### **Legal Requirements:**

The Education Reform Act (1988) requires that Religious Education be taught to all registered pupils, including those pupils in Reception who are under five years old. The Education Reform Act requires the Religious Education syllabus to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain.

Although there is no set National Curriculum for Religious Education, it is required that schools with a religious foundation follow an agreed syllabus for the subject. At St. Paul's we adopt the units of learning from the London Dioceses Board for Schools. Any modifications and the syllabus content is approved by the Governing Body, with input from the Senior Leaders and Subject Leader.

We firmly believe that Religious Education is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE

on the grounds of conscience. We encourage parents to contact the Head Teacher if they have any concerns about RE provision and practice at the school.

**Aims:**

The purpose of Religious Education is to enable pupils to understand the nature of religion and to explore the fundamental questions raised through life experience. At St Paul's CE Primary School, we aim to provide opportunities, which will help children:

- Develop their knowledge and understanding of, and their ability to, respond to Christianity and other major world religions represented in Great Britain.
- Develop their understanding of global faith and to offer opportunities to compare this to their personal or local experiences.
- Explore issues within and between faiths to help them understand and respect different religions' beliefs, values and traditions.
- Learn about religious and ethical teaching, empowering them to make reasoned judgments on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a multi-faith society.
- Stimulate challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Encourage pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society with the aim that it develops empathy, generosity and compassion.
- Develop a sense of Awe, Wonder and Mystery.

**The Religious Education Curriculum:**

In September 2016 the School, in discussion with the Board of Governors, adopted the London Diocesan Board for Schools updated Scheme of Work.

In accordance with the Scheme of Work, and the legal requirements for the teaching of RE, pupils are taught:

- Foundation Stage – 6 Christianity units and important world faith festivals such as Diwali.
- Key Stage One – 4 Christianity units with 2 units on Judaism and Islam (1 unit on Judaism and 1 unit on Islam per year group).
- Key Stage Two – 4 Christianity units with 2 units on another world religion (Year 3- Hinduism and Sikhism; Year 4- Buddhism and Sikhism; Year 5- Hinduism and Buddhism; Year 6- Judaism. Within Year 6's 'Understanding faith in

Brentford and London' unit, a variety of other world religions are explored alongside Christianity).

- In the Summer Term Year 6 also participate in a transition-based unit aimed to prepare them for their move to Secondary School and into the wider world.

In each year group, pupils will explore key Christian festivals such as Christmas and Easter, focusing on specific key questions, which are linked to elements of Bible stories; people's beliefs and religious practice. These units increase in complexity as the pupils mature and move through the school. Children across the school are given regular opportunities to reflect on their learning in age-appropriate ways and to ask questions.

In the Spring Term the whole school participates in St Paul's Week when the children are taught about and investigate the life of St Paul, our school's Patron Saint.

A whole school overview of the units of work can be found in the appendix of this policy and on the school's website, as well as the school's Google Drive: Curriculum > Planning Documents > Religious Education

Long, medium and weekly plans for each year group can also be found on the school's Google Drive.

Each year group has an identified RE lesson, which is in line with statutory expectations.

- Foundation Stage & Key Stage One – 1 hour of RE teaching per week
- Key Stage Two – 1 hour and 20 minutes of RE per week

### **Planning and Practice:**

At St Paul's we believe that RE holds the same significance as the core subjects and should be taught by the Class Teacher, unless previously agreed with SLT.

At St Paul's we plan in three ways:

- The Whole School Overview and Long-Term Grids for each year group are developed from the LDBS Scheme of Work by the RE Subject Leader.
- Medium Term Plans include details of the key question for the unit; details of the main teaching points and a selection of activities, which the teacher can choose from to develop the children's learning and understanding.
- Weekly planning, completed by the class teachers in each year group; this identifies further information about the main teaching input and an outline of independent tasks, with differentiation and resources clearly identified. This planning also includes reflection opportunities and formative assessment tasks.

During RE lessons pupils will experience a wide variety of teaching and learning experiences appropriate to the key question and unit of study. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher
- Reading of religious and non-religious texts
- Seeking information for themselves both in school and at home
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, artwork, photographs, music and drama
- Visits and visitors

Regular opportunities are provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Children record their learning in their RE books. These books are dark green for Junior pupils and yellow for Year 1 pupils and are found in the stock cupboards on both sites. Children are encouraged to write neatly in their books, following the school's presentation expectations. Children who have a pen licence may write in pen. RE books are handed on to the next class teacher as children move up the year groups to allow progression to be seen.

Any other evidence from more practical lessons, such as photographs or artwork, are often shared on the school website or in an evidence folder on the Google Drive. Some work may also be used to form part of a classroom or school display.

There is a range of resources available for teachers to use to support their teaching, including artefacts and religious books. These resources are located in the cupboard in the corridor next to the Year 4 classrooms on the St Paul's Site.

**Assessment:**

The school has developed a non-core summative assessment record which teachers complete once a year to show the attainment of their classes. These documents are analysed by class teachers and the subject lead and are used to inform further planning and teaching.

Class teachers also complete formative assessment tasks at the end of units to assess a child's understanding and learning. Such tasks can involve using post-it notes to answer reflection questions; exploring key vocabulary from a unit; answering directed open questions and exploring related images. These assessments are evidenced in books.

Teachers mark the children's books in accordance with the school's marking policy. They use a variety of marking strategies including:

- Moving on comments and targets
- Questions which extend the children's thinking
- Stamps
- Verbal feedback
- Peer marking
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Children are encouraged to respond to the teacher's marking.

**Monitoring:**

The RE Lead, along with SLT and Curriculum Teams, plans regular opportunities to monitor standards in RE using a number of tasks including:

- Scrutiny of exercise books
- Learning walks
- Observations of teaching
- Pupil voice surveys
- Monitoring of displays
- Data analysis

The RE Subject Leader keeps up to date with current developments in RE by attending relevant courses and meetings and is responsible for leading CPD for all staff. The Subject Leader also attend relevant training courses as well as RE Network Meetings with colleagues from other schools within the Diocese.

## Appendix 1: Whole School Curriculum Overview (2024 onwards)

Proposed RE Whole School Map- Updated 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Who am I?	Why is Christmas special?				
<b>Reception</b>	Creation- Who made the wonderful world?	Why is Christmas special for Christians?	<b>Why do Christians believe that Jesus is special?</b>	<b>What is so special about Easter?</b>	What makes a place special?	What can we learn from stories?
<b>Year One</b>	What responsibility has God given people about taking care of the world?	Why is each person important in the Nativity story?	<b>What is it like to live as a Jewish person?</b>	<b>Why is Easter the most important festival for Christians?</b>	What does it mean to be a Muslim?	Why did Jesus tell stories?
<b>Year Two</b>	Why did Jesus teach the Lord's prayer as the way to pray?	How does the symbol of light help us to understanding the meaning of Christmas for Christians?	<b>Why are they having a party? (Judaism)</b>	<b>Who is the Saint of our school? (2 sessions)</b>  <b>How do the symbols of Easter help us to understand the meaning of Easter for Christians? (4 sessions)</b>	How do the five pillars of Islam help a Muslim to show commitment to God- Allah?	Why do Christians make and keep promises before God?
<b>Year Three</b>	What is the Bible's Big Story?	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	<b>What do Sikhs believe?</b>	<b>Who is the most important person in the Easter story?</b>	What is the importance of symbols, beliefs and teaching in Hinduism?	Who is Jesus?
<b>Year Four</b>	How did belief in God affect the actions of people from the Old Testament?	Is the Christmas message of peace still relevant to today's world?	<b>What does it mean to be a Buddhist?</b>	<b>What is Holy Communion and how does it build a Christian community?</b>	What does it mean to be a Sikh?	Liturgy
<b>Year Five</b>	How has the Christian message survived for over 2000 years?	How do Art and Music convey Christmas?	<b>How do Hindus worship?</b>	<b>What happens in a Church during Lent, Holy Week and Easter Sunday?</b>	What does it mean to be a Buddhist?	What do the miracles tell us about Jesus?
<b>Year Six</b>	What might the journey of life and death look like from a Christian perspective?	How would Christians advertise Christmas to show what Christmas means today?	<b>What does it mean to be Jewish?</b>	<b>How does the Christian festival of Easter offer hope?</b>	Understanding faith in Brentford and London	Who Decides?

**\*NB. The LDBS are developing new units of work for the Nursery curriculum. As of November 2024 they have only released the Autumn term units. Once the remaining units are shared at the end of Autumn 2 2024 they will be shared with the Governing body.**