

Religious Education Policy



ST. MARTIN'S
CE Primary School

www.stmartinsprimary.com

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1. Introduction

St Martin's is a Church of England Primary school situated in Hillingdon on the outskirts of London. It is a two-form entry school and shares the site with Laurel Lane Primary school. It is a new and growing school, having opened in September 2015. St Martin's Church is ½ mile away from the school, within walking distance.

2. Aims of the school

At St Martin's, we aim to create a caring, secure and stimulating environment for all children. All pupils are encouraged to develop intellectually, spiritually, morally, socially, and physically to gain an understanding of the diverse cultural society in which they live.

Specifically, we aim to:

- Encourage all children to take responsibility for their own actions and to conduct themselves in a caring, considerate manner both to children and adults.
- Promote a philosophy whereby children are encouraged to take pride in their achievements and are valued for themselves; where challenge and high expectation are used to raise standards.
- Ensure that all children experience a broad and balanced programme which incorporates Literacy, Numeracy, Science, ICT, Religious Education, Music and the other foundation subjects of the National Curriculum.
- Ensure that all children are presented with equal opportunities within the curriculum which takes full account of their individual needs.
- Provide a rich and well-resourced environment for the whole school and community, which will broaden their experiences of life.
- Make school a positive experience for all those involved with an aspect of school life.

3. Aims of Religious Education

In the light of the Christian foundation of St Martin's Primary school, our aims are to:

- Help children develop and express their own religious beliefs and values while encouraging them to understand the religious beliefs, attitudes and customs of other people;
- Foster children's feeling of awe, wonder, respect, delight, joy, mystery and to extend their natural curiosity;
- Encourage in children a recognition of their value and importance as individuals, a sense of responsibility and interrelatedness with other people;
- Help children explore other fundamental issues such as fear, suffering, death, unhappiness, pain, moral issues such as right and wrong, honesty and establish their own personal responses and search for meaning;
- Help children foster a reflective approach to life in the context of understanding the experience, beliefs and religious practices of mankind;
- Introduce children to that Biblical, historical and theological knowledge which form the basis of Christian faith and practice.

4. Teaching and Learning

Religious Education at St Martin's is a combination of learning about religion and learning from religion. This is reflected in the scheme of work (a model based on the LDBS), and the medium and short term planning. However, there are many aspects which are ongoing that are part of the children's normal development and will be visited on numerous occasions, either in planned ways or incidentally, thus enabling children to clarify their responses in an appropriate manner.

Although St Martin's is a church school, we serve the local community where there are a variety of faiths and some of these are reflected in our school community. It is therefore important that the children are given an insight into other religious cultures to enable them to develop knowledge of how others worship and put their faith into practice so that understanding and tolerance are encouraged and developed. To this end, our medium term planning includes teaching about and from other world religions, including Islam, Hindu, Buddhist, Sikh and Judaism (this accounts for approximately 25% of the curriculum across Key Stage One and Key Stage Two).

Planning Teaching and Assessment are guided by our 'R.E. Principles'. These include:

- Religious Education allows us to ask big questions where there is not necessarily a 'right' or 'wrong' answer.
- Religious Education allows us to explore values and morals that we and others hold.
- Religious Education allows us to explore other cultures and beliefs whilst developing acceptance and tolerance of difference.
- Religious Education allows us to learn from other people's beliefs and practices.
- Religious Education allows us to experience awe and wonder at ourselves, the world and universe.

The current scheme of work includes references to 'Godly Play lessons' to support in the teaching of knowledge and understanding, skills and attitudes. The children are encouraged to reflect and respond in their own individual way based on input from the teacher. In the Foundation Stage, children work through topics that link with Early Learning goals, generally through stories.

5. Resources

The aim of St Martin's is to provide children with a wide variety of resources and experiences to help them in the development of their spiritual insight and religious understanding as well as factual knowledge. These will include artefacts, pictures, icons, music, dance, drama, stories, poetry, ICT visits to different places of worship and meeting people with different faith experiences to their own. An inventory of resources is available from the RE subject leader. This includes a wide range of Godly Play resources and special craft resources.

There are supportive clergy and a welcoming church attached to the school. All these have a very important part to play in the development of the children's understanding, knowledge and faith.

6. Assessment

RE can be assessed continuously against levels shown in the 'I can Statements'. Recommended statements and levels are highlighted on the schemes for each year group regarding 'learning about' and 'learning from' religion. Books, work and teacher's lesson plans are monitored by the co-ordinator to ensure continuity and progression. Assessment of skills and attitudes are clear learning objectives on the medium-term planning. Assessment can be carried out through discussion, observations and the work produced on a topic.

In Key Stage One and Two, children reflect upon their learning through self-assessment in the form of success criteria and next steps, including opportunities to ask questions. Work should be marked thoroughly and thoughtfully, with reference to success criteria and next steps, including thought provoking questions which intend to extend children's thinking. Teachers assess children's levels using classroom monitor at least once per term (three times per year), and through completion of a summative assessment in May, which should be levelled and moderated. Self-assessment sheets can be used at the end of a unit or term, to assess children's understanding (these can be found in medium term planning folders). In the Foundation stage the teachers assess based on their criteria set and Early Learning Goals.

7. Special Educational Needs

Throughout the delivery of the Religious Education curriculum every effort will be made to ensure that the requirements of children with special educational needs are carefully considered and met, and that all children will have equal opportunity of experience provided. There is support with the key vocabulary in each topic being made aware to every child and appropriate differentiation with challenge.

8. Withdrawal

It is the policy at St Martin's Primary School that Collective Worship and Religious Education are for all. Children should not be withdrawn, unless at the request of parents on religious grounds, by a letter to the Head of School. *The school will respect parental wishes and will try to discuss the request to see if an accommodation can be reached and to ensure RE remains inclusive and invitational and open to all members of the school community.*

Curriculum Map for the New Diocesan Syllabus for Religious Education - From 2017 – onwards.

	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?		Who cares for the special world?	Easter story		Why do Christians believe Jesus is special?	Special people
Year 1	What is the importance of symbols beliefs and teaching in Hinduism?	Noah (2 weeks)	Nativity Characters: Which character are you? Why are you important?	What responsibility has God given people about taking care of Creation?	Why are saints important to Christianity?	Why is Good Friday good?	What is it like to be a Jew?	The Parables of Jesus
Year 2	Why are they having a Jewish party?	St. Matthew(2 weeks)	Where is the light of Christmas?	What does the Lord's prayer mean?	The 10 Commandments	How do Easter symbols help us to understand the true meaning of Easter?	Christian Baptism and Marriage	What does it mean to be a Hindu?
Year 3	What is Buddhism?	Jesus' new commandment and the 2 greatest commandments	How do Advent and Epiphany show us what Christmas is really about?	People from the Old Testament	What makes a Christian?	Easter people- Who is the most important person in the Easter story?	The Bible (6 weeks)	What does it mean to be Muslim?
Year 4	What does it mean to be a Buddhist?	What do Monastic traditions within Christianity show us about living in a community?	Jesus and the gift of peace- Is peace the most important message at Christmas?	Who is Jesus?	The Contemporary Anglican church	Holy Communion	What are the miracles of Jesus?	What do Sikhs believe?
Year 5	What does it mean to be Sikh?	Wisdom	Christmas through Art and Music	Liturgy	Should every Christian go on a pilgrimage?	What happens in churches at Easter?	Understanding Faith in...	What are the 5 pillars of Islam and why are they important to Muslims?
Year 6	What does it mean to be a Jew?	Remembrance	How would Christians advertise Christmas?/What does Christmas mean today?	How has the Christian message survived for over 2000 years?	What are the beatitudes and what do they mean to Christians?	Easter hope	Journey of Life and Death	Rules and Responsibilities