



# ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR RELIGIOUS EDUCATION

## Vision

At St. Mary's CE (A) First School, Religious Education plays an important role in defining the school's Christian Distinctiveness. The story of the Good Samaritan underpins our teaching and learning, providing the children with the vision that kindness, care and respect is paramount for living our lives. Our school community is committed to promoting a Christian environment, following the values and practice of the Good Samaritan, and we ensure that these Christian values are built into the ethos, teaching and practices of the school. We recognise that spiritual development lies at the heart of the curriculum and we believe that RE contributes to other areas of education and human experience (aesthetic, environmental, ethical, political, social and spiritual) and is an important part of the wider programme of spiritual, moral, social and cultural development.

## Legal Requirements

The teaching of RE will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the National Society and adopted by the Lichfield Diocesan Board of Education (2012). Christianity will predominate and this draws on the richness and diversity of Christian experience in the Anglican and other denominational forms.

Church schools also have a duty to foster an accurate and increasing understanding of world religions and world views.

The Education Reform Act (1988) places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. As a Church of England Aided school, St Mary's is not bound by statutory provision but is taught according to its Trust deed, and based on guidelines issued by the Lichfield Diocese. The Staffordshire LA RE Agreed syllabus has also been consulted and the use of "Understanding Christianity" is used in teaching.

## Aims

- To strengthen the vision, ethos and values which are at the heart of everything we do in our school.
- To allow children to have the opportunities to explore deeper questions about life and to learn about Christianity, alongside a wide range of other faiths and cultures.
- To know about and understand Christianity as a living faith which influences the lives of people throughout the world.
- To know and understand about other world religions and views, enabling children to express their ideas and insights.
- To contribute to the development of individual spiritual growth, and develop a sense of awe, wonder and mystery.
- To develop the skill of reflection, empathy, communication, interpretation and evaluation.
- To develop and strengthen the attitudes of respect, sensitivity, open-mindedness and self-esteem.

## Objectives

Pupils will be able to:

- understand the nature of Christian beliefs and practices and will develop a foundation for Christian learning for life.
- explore their spiritual dimension and experience an awareness of God.
- learn about other world faiths, not only to compare, but to enhance their understanding of the Christian faith. They will learn how to value the religious journey of faith.
- ask sensitive questions and suggest appropriate answers about the lives of believers.
- compare their own experience and identity with that of others.

Additional links will be found across the curriculum especially with PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

### **Guidelines**

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

RE planning is in place and staff are supported in the detailed planning and delivery of RE provision.

Christianity predominates, however elements of Judaism, Islam, Sikhism, Hinduism and Buddhism are taught within cross-curricular topics, providing some knowledge of the different faiths and also raising cultural awareness.

A range of teaching and learning activities will ensure that pupils learn effectively and with interest, ensuring that there is continuity and progression for pupils and opportunities for pupils to deepen their understanding of the religion and world views as lived by believers to 'dig deeper' and learn from religion.

### **Monitoring**

The Religious Education subject leader is responsible for the monitoring of the development, progression and co-ordination of the subject throughout the school in consultation with the Head Teacher and governors.

External partners are invited into the school to also contribute to the monitoring cycle which ensures the moderation of judgements on the quality of RE

Formulated November 2021

Agreed by all staff & Governing Body

Review November 2023