



R.E. Policy

This policy provides the framework through which we will teach Religious Education at St Stephen's.

It relates to the aims and values of the school which are embedded in the strong Christian ethos of St. Stephen's School and the vision of the Southwark Diocesan Multi-Academy Trust.

1. Introduction

Our school community contains representatives from many different ethnic backgrounds, cultures and faith groups. As a Church of England School, we aim to offer a welcoming and inclusive environment for all our pupils.

We believe that Religious Education provides an opportunity to develop religious literacy in the students, as well as celebrating and fostering awareness of these differences within our school.

2. Aim

Our aim is that through R.E. we help pupils to become religiously literate, developing a positive attitude towards other people, respecting their right to hold different beliefs from their own, and supporting them to live in a society of many religions and beliefs.

3. What is R.E.?

Religious Education is the academic study of religions and worldviews: their beliefs, traditions, practices. It also provides opportunities to reflect on and ask question of these beliefs and traditions, and nurture spirituality and self-awareness. R.E. is a multidisciplinary subject, encompassing Theology, Philosophy and Human Sciences (Believing, Thinking and Living). At St Stephen's RE takes a high priority, as it is a core subject. Two thirds of R.E. teaching covers different aspects of Christianity, and the other third covers the remaining 5 major world faiths (Islam, Judaism, Buddhism, Hinduism and Sikhism), as well as non-religious worldviews. At St Stephen's it is taught in accordance with the Southwark Diocesan Board Agreed Syllabus.

4. Why we teach R.E

- To understand Christianity as a diverse, living global faith
- To explore with children the nature of Christian beliefs, practices and values, and how these are lived out.
- To encourage children to explore the spiritual dimension of life.
- To learn about other World Faiths and different world views: developing tolerance and

understanding.

- To develop an understanding of the contribution of religion to morality and to personal and social relationships and responsibilities.
- To equip children to explore a full range of human experiences.

Through the teaching of R.E. we aim to improve the quality of education received by all pupils and provide opportunities to develop morally, spiritually, emotionally, socially and culturally.

In accordance with the 1988 Education Act the school provides religious education for all pupils registered at the school. The teaching of R.E. comprises five percent to ten percent of the curriculum timetable as required by the Agreed Southwark Diocesan Board Syllabus and the Statement of Entitlement.

5. The Scheme of Work

The scheme of work for Religious Education at St Stephen's has been developed using the Southwark Diocesan Board Agreed Syllabus. It ensures progression of skills and concepts, a full coverage of Christianity and study of Islam, Judaism, Buddhism, Hinduism, Sikhism and other worldviews through their traditions, practices, festivals and places of worship. (See R.E. Curriculum Map.). These are explored through the multidisciplinary lenses of Believing, Thinking and Living (Theology, Philosophy and Human Sciences).

6. The Foundation Stage

We teach R.E. to all children in the school including those in Reception.

The Reception and Nursery class follows the EYFS Early Learning Goals, which underpin the RE planning for this age group in line with the Southwark Diocesan Board Agreed Syllabus.

7. Teaching and Learning

The Teaching, Learning and Assessment of RE is based upon the three lenses or 'ways of knowing' in line with the SDBE syllabus. These are Believing, Thinking and Living (Theology, Philosophy and Human Sciences).

Believing

'Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.'¹

Thinking

'Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.'¹

Living

'Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.'¹

R.E. is organised around a particular theme or religion. Each unit is planned around enquiry and investigating a 'Big Question', which is then answered through the different lessons. Each lesson is based around answering a question that is linked to the over all 'Big Question', with the lenses woven throughout, as is suited to the unit. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. Pupils also have opportunities to reflect upon and respond to their own and others experiences and learning, developing their own spirituality.

Inclusion and differentiation for children with a variety of needs are considered in our planning, teaching and recording of RE as they are in all areas of the curriculum.

Recording in RE is done in a variety of ways, with the expectations of each unit containing:

- 1 long piece of writing (appropriate to the Year group)
- 1 quiz or assessment- verbal or written
- At least 1 discussion-based lesson
- Several research or creative lessons (depending on the unit of work)

This is to ensure all children are able to access and express their learning through different ways. In order to make R.E. an exciting, lively and active subject to all pupils we implement different learning styles and employ cross-curricular teaching methods including: art, music, computing, drama and role play, visitors and visits, the use of artefacts, talk and discussion, philosophy and questioning and reflection. When being taught the children may work individually, in pairs, groups of ability or mixed ability, or as a whole class depending upon what is appropriate.

8. Moral, Spiritual, Social and Cultural Development

Religious Education is a key opportunity for children at St Stephen's to develop morally, spiritually, socially and culturally. In R.E. lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. There are opportunities within RE to consider and engage in our local community and world issues. This focuses on creating an active culture of justice and responsibility.

9. Assessment

In KS1 and KS2 children have R.E. books where work is recorded.

Marking and formative assessment is in line with the school's Feedback Policy and refers to the three disciplinary lenses.

Pupils complete a self-assessment sheet at the end of the R.E unit to enable children to reflect on what they have learnt.

Parents are informed of their children's progress and attainment within R.E. in their child's end of year report.

In Reception pupils record work in a class book.

10. Management

The R.E. curriculum leader, in close collaboration with Senior Management and Faith Team, manages the teaching, assessing and resourcing of Religious Education. The curriculum leader will attend regular training and professional development, and organise INSET and training for other members of staff when necessary. R.E. data is collected for monitoring every term. The scheme of work is evaluated annually. Teaching is monitored along with work scrutiny once a term.

Resources are bought with the annually allocated R.E. budget and stored in the humanities room for use by all staff. The storing of the school's R.E. resources is organised by the R.E. curriculum leader.

11. Right of Withdrawal

We expect all children to participate in religious education lessons. However, any parent can request permission for their child to be excused from attending Religious Education and the school will make alternative arrangements for the supervision of the child during the period concerned. This complies with the 1944 Education Act as was restated in the 1988 Education Reform Act.

Supporting Documents

Other documents that support this Policy are:

- Statement of Entitlement
- Collective Worship Policy
- Equal Opportunities Policy
- Valuing all God's Children
- Spirituality Policy
- Expectations for Recording in RE

Review

This policy will be reviewed every three years in the light of current legislation, identified good practice and SDBE guidance.

1. SDBE RE Syllabus 2024