



Hartlip Endowed Church England Primary School Religious Education Policy

Mission Statement

Our school seeks to be a happy place, with a welcoming atmosphere, built on mutual respect with confidence and understanding between parents, children, staff and governors.

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do.
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrate this accordingly. Learners appreciate the hard work that teachers put in to the marking of work to progress learning and realise potential.
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation.
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

The legal Position of Religious Education

RE must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998. In Canterbury Diocese, the Diocesan Board of Education recommends that all Church schools follow the Diocesan Schemes of Work which are based on the Kent Locally Agreed Syllabus. This takes account of the 1996 Education Act which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican Schools [SIAS]).

Right of withdrawal from Religious Education

We firmly believe that RE 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 do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Rationale

Religious Education will:-

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage students 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. This also builds resilience to anti-democratic or extremist narratives.



- Enable students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt students to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.

The contribution Religious Education makes to other curriculum areas:

RE contributes to student's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own ideas and views on religious and spiritual issues.

RE contributes to moral development by:-

- By enabling students to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to students and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to student's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

RE contributes to student's cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.



- Challenging stereotypes of religion and beliefs.

Community Cohesion by:-

- Providing a key context in which to develop students' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:
 - The school community
 - The community within which the school is located
 - The UK community
 - The Global community

RE and the use of language

RE can also make an important contribution to student's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

RE and the use of ICT

RE can make an important contribution to student's use of ICT by:-

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use e-mail and video conferencing to collaborate with other schools in different locations.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs.

RE at Hartlip Endowed CEP School

Here at Hartlip we have a strong link to our Church: Saint Michael's and All Angels. The school sits within Church grounds and staff and pupils attend Church every Friday morning for Worship with Rev. Julian Staniforth or a nominated person affiliated to the Church. We also welcome parents, carers and families to join us for this weekly service. Once a term, we welcome the Family Trust to deliver our Church Worship on aspects of Bible stories. We join the Church to celebrate and take part in Festivals and services throughout the year. We have an active Choir who lead hymns and songs in Church as well as a variety of other musicians who play music during our Church service. We also hold our own 'Active Christmas,' 'Active Pentecost' and 'Active Easter' events within the school. 'Kingsquad' after school club is offered to children weekly.

Collective Worship

Collective Worship is delivered daily to the whole school. We welcome our Music Teacher every Monday who leads us in 'Praise through Music'. On Tuesdays and Wednesdays, class teachers lead Worship following a combination of Canterbury Diocese Collective Worship themes and SEAL (Social and Emotional Aspects of Learning) themes. Classes also lead Worship termly and parents, carers and families are invited to attend these special occasions. On Thursdays, the Headteacher leads 'Celebration Worship' where birthdays and achievements are celebrated and awarded. All Worship includes time for prayer, reflection, singing and a shared passage from the Bible.



Religious Education Teaching and Learning

RE is taught weekly in all classes through a range of religions and beliefs and key themes. A variety of teaching methods are employed within a lesson or series of lessons.

Every lesson will include:

- A time for reflection and prayer at the start and end of the lesson
- Regular times throughout the lesson of quiet reflection for students to develop their own thoughts and ideas

Teaching Methods may include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich students understanding
- Using pictures, photographs and stories to enhance students learning
- Using artifacts to help students develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) to promote understanding of religions and beliefs.

In accordance with the structure of the Kent Agreed Syllabus, students study:

- Foundation Stage – Introducing Christianity as the ‘heritage religion’ of the country and the one that most influences schools and community life and building on religions represented among the pupils.
- KS1 - Christianity in the main and in addition, Judaism and Hinduism
- KS2 – Christianity in the main and in addition, Judaism, Islam and Sikhism

The School Environment

Every classroom will have a Prayer Corner with an RE display which is updated regularly and reflect the current RE topic as well as the Church seasons, celebrations and festivals. The School Hall has a Worship Working Wall which is updated daily with current themes and ideas. Children are encouraged to add to this wall. We have a prayer table in the hall. There is also an RE focal point in the main school corridor reflecting current news issues, festivals and celebrations.

Differentiation and Special Needs

Teaching will be planned to enable all abilities of children to be challenged and make best progress according to their needs.

Assessment, Recording and Reporting

Assessments are made in KS1 and KS2 at the end of each seasonal term. Teacher’s will assess which level each child is working at for both *Attainment Target 1: Learning about Religion* and *Attainment Target 2: Learning from religion* according to the level descriptions listed in the Kent Agreed Syllabus.



The attainment targets and level descriptions can help to:

- plan for future work
- provide clear objectives
- ensure continuity
- ascertain pupils' capabilities and achievements for reporting purposes
- inform pupils of their progress
- allow self-evaluation by pupils.

Monitoring standards of teaching and learning

The RE subject leader and Senior Leadership Team undertake regular monitoring of RE. The monitoring activities include:

- Pupil voice questionnaires and discussions
- Parent voice questionnaires
- Learning Walks
- Collective Worship monitoring
- Lesson Observations
- Looking at pupil's work
- Looking at the RE learning environments within classrooms and around the school

Responsibilities for RE within the school (including school self evaluation)

RE Subject Leader for Curriculum – Ellen McCabe, Deputy Headteacher

RE Subject Leader for Worship – Tracey Jerome, Headteacher

Link governors – Rev. Julian Staniforth, Ex officio Governor and Mrs. Jackie Kemp, Foundation Governor

Health and Safety

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits. Please see the school's Health and Safety Policy.

Date of policy : November 2015

Signed (Chair of Governors).....

Date of policy review:



