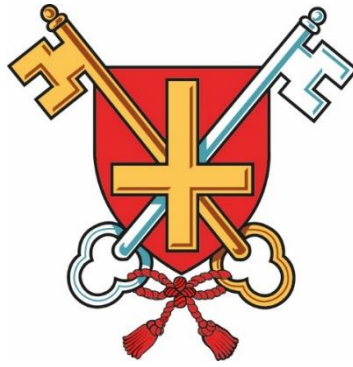




St. Peter's London Docks C of E Primary School

"Finally, all of you, be like-minded, be sympathetic, love one another, be
compassionate and humble"

1 Peter 3:8

Religious Education Policy

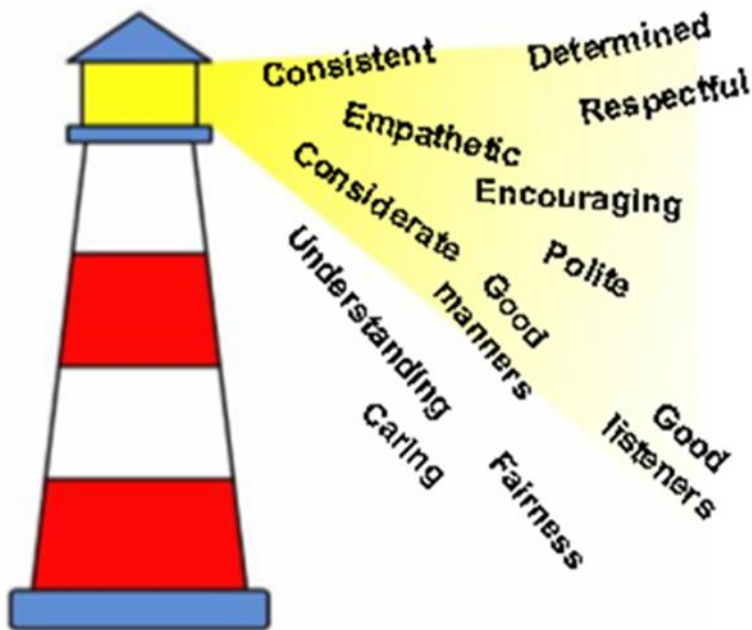
Religious Education

St Peter's Vision Statement

As a Church of England School we seek to provide a Christian education for the children of the parish of St. Peter's London Docks and for those who elect to come to our school. Children are presented with the teachings of the Christian faith as the revelation of God's truth and are encouraged to grow in that faith, respecting the beliefs and cultures of others.

Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

LIGHT Values



Love	Inspiration	Grace	Hope	Truth
				
<i>Love your neighbour as yourself</i>	<i>All scripture is given by the inspiration of God</i>	<i>The sacraments of the church are a means of God's grace</i>	<i>Be strong and take heart, all you who hope in the Lord</i>	<i>Jesus answered, "I am the way and the truth and the life"</i>
Goodness Joy Friendship Collaboration Service Self-discipline Thankfulness	Faith Belief Reverence Creativity Courage Encouragement Ambition	Kindness Forgiveness Peace Humility Compassion Consideration Politeness	Resilience Patience Confidence Perseverance Enthusiasm Faithfulness Diligence	Respect Honesty Justice Stewardship Wisdom Trustworthiness Peacemaker
Covers all the British values	Individual Liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	Democracy	Rule of Law 

In our Anglo-Catholic school, Christ is at the centre. We recognise and value the sacredness of each individual in our community. We deliver our Vision through the teaching of Religious Education, Collective Worship, through relationships and the celebration of our Anglo-Catholic Faith tradition within our school and parish community.

Aims

- To create a Christian community where the Gospel values are evident in all aspects of its life, and to help pupils come to an understanding of these through experiencing and celebrating their faith.
- To nurture pupils' spirituality and to help pupils to know and appreciate the spiritual and religious aspects of life as expressed in the faith through the sacraments.

- To develop an open minded, reflective and enquiring response to the children's own environment and to those of others in the wider global community.
- To explore the relationships between the Anglican Church and other Christian denominations and world faiths, so that pupils develop respect and knowledge of other religious traditions and cultures.
- To challenge and ask big questions about human existence through various sources, so that they deepen their personal faith, commitment and respect for others.
- To develop religious and scriptural knowledge and vocabulary and to teach children to pray reverently and to participate in worship.
- To develop a knowledge and understanding of people, signs, symbols and their roles in the Church.
- To encourage an awareness of their moral responsibilities to people in their own community and the world around them, thereby helping each child to develop a sense of dignity, valuing themselves and others.
- To develop a respect for God's world and responsibility for it.

We understand that these aims will only be achieved in an environment where everyone perceives themselves to be valued, loved and are learning to value each other.

Legal Requirements

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors.

How We Teach Religious Education

Religious Education is planned and taught across the school and plays an important role in promoting the spiritual, moral, social and cultural development of St Peter's children.

At each Key Stage a programme of study based on the LDBS curriculum, sets out what pupils should be taught.

Children in the Early Years, are taught Religious Education through accessible Bible stories and a range of religious festivals.

At St Peter's we teach Religious Education with early and continued emphasis on Christianity; however, the curriculum also includes teaching about world faiths. Years 1-6 study one of the major world religions in depth. This equips the children to build up a good bank of knowledge and understanding so that they are able to compare and contrast religions.

We encourage children to be sensitive to, respectful of, and knowledgeable about

other faiths.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

In Religious Education:	In Collective Worship:	PSHE
• People, places, things, books, actions and ideas held by religious believers to be holy. • Ultimate questions of meaning and purpose. • Ideas of the divine/questions of God. • Forms of worship. • Use of music, art and drama to express beliefs. • Varieties of beliefs, celebrations and rituals. • The idea of mystery and questions with no clear answers.	• Opportunities for reflection and response are planned into worship. • Stillness. • Sharing and celebrating common beliefs. • Celebrating success. • Common activities such as singing, listening, laughing, praying, reflecting on a theme. • Remembering and celebrating the lives of people of spiritual significance. • Emphasising common purpose and values.	• have respect for others; • be independent and responsible • be positive and active members of a democratic society; • develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; • develop good relationships with other members of the school and the wider community.

Spiritual, Moral, Social and Cultural Development

Through teaching RE, as well as many other aspects of the curriculum, we provide opportunities for ongoing spiritual development. Children consider and respond to big questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives, (see SMSC Audit).

Progression and Assessment in Religious Education

We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. This is achieved through discussions with individuals, by observations made in large group situations and by marking written work. Ongoing assessment checks children's prior and post unit knowledge. LDBS descriptors are used to assess the knowledge children have acquired.

At the end of every year, a best fit level is awarded to each pupil

Assessment Statements

Attainment related to end of KS statements	A. Know about and understand a range of religions and worldviews	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
End of K.S 1 Year 2 (Age 7)	I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	- I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. - I can verbalise and/or express my own thoughts.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of lower K.S 2 Year 4 (Age 9)	- I can recall facts about religions I have studied, select and describe the facts that are most significant for the enquiry and start to explain the relevance/ importance. - I can begin to make connections between religions and worldviews and respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities.	- I can tell you/talk about the concept/belief e.g belonging, commitment and start to relate this to the people I am studying e.g Jews. - I can begin to observe and suggest why belonging to a community may be valuable and consider different dimension to a religion.	- I can discuss and represent my own views on challenging questions. - I can suggest reasons and respond thoughtfully. - I can begin to apply my own and others' ideas to a given question and support my view point with facts.
End of K.S 2 Year 6 (Age 11)	- I can describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. - I can reflect on my own ideas. - I can explore and describe a range of beliefs, symbols and actions. - I understand different ways of life and ways of expressing meaning.	- I can show understanding and explain how concepts/belief e.g forgiveness, resonates in my own life and can also see this might be different for other people because of their religious beliefs. - I can explore and show understanding of similarities and differences between different religions and worldviews.	- I can apply and express my own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. - I can express my ideas clearly in response and support them with evidence/rationale.

Equal Opportunities

We believe that it is important for all children to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have children of widely differing abilities, and that the children have different experiences of religion. RE enables children to develop a respect for each other, to develop their own cultural awareness and understanding, and appreciate the value of differences and similarities. They develop an understanding that all people are equal regardless of age, race, gender or ability.

Special Educational Needs

At our school we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Resource Management

Each class has access to bibles and bible stories. We also have an extensive range of RE resources stored centrally. These are linked to the topics in the RE curriculum and are used to enrich the teaching through the use of artefacts.

Role of the Co-ordinator

- lead the development of RE in the school
- provide guidance to individual members of staff
- keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- review and monitor the success and progress of the planned units of work

- be responsible for the organisation and maintenance of RE resources.
- Collate assessments