

ST MARY MAGDALENE CE PRIMARY SCHOOL

Agreed Whole School Policy

Religious Education



STATUS: DRAFT AGREED

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Signed Name Date

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

ST MARY MAGDALENE CE PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philipians 4: 13.

Mission Statement:

All our children will –

- Be encouraged to do their best
- Be enabled to learn and enjoy all school activities
- Be confident enough to make choices
- Be proud of what they do

Aims for Religious Education at St Mary Magdalene CE Primary School

- To enable pupils to develop knowledge and understanding of Christianity by introducing them to aspects of the life of Jesus and his continuing influence in the world
- To introduce pupils to the beliefs and practices of Judaism, Sikhism and Islam enabling them to develop a positive attitude towards those of other faiths
- To provide an environment that enables pupils to explore the spiritual dimension of life
- To encourage pupils to make reasoned and informed responses to religious and moral issues
- To enable pupils to recognise the influence of beliefs, values and traditions on cultural and community life

HOME/SCHOOL/PARISH PARTNERSHIP

Our School works in partnership with parents and members of the parish to enrich the lives of our children. This is established through developing strong links with St Mary Magdalene Church. The school community attend church services led by Spinnaker Trust to celebrate the main Christian Festivals throughout the year. Our pupils are actively involved through singing, drama and praying reinforcing the RE curriculum. The Vicar and Curate of St Mary Magdalene Church lead half termly assemblies for the whole school. Church Parishioners support our pupils through our volunteer reading scheme and being members of the governing body. The Headteacher meets regularly with the PCC to evaluate and strengthen the links between the school and the church.

THE RE SYLLABUS

The syllabus for St Mary Magdalene School has been developed from guidance produced by the Southwark Diocesan Board of Education and has two strands of learning;

ATTAINMENT TARGET 1: KNOWLEDGE AND UNDERSTANDING OF RELIGION

ATTAINMENT TARGET 2: REFLECTION ON EXPERIENCE, BELIEF AND VALUES

The scheme of work contains units of work for the Foundation Stage and Key Stages 1 & 2 with the majority of time given to teaching about Christianity but also taking into account the teachings and practices of other major religions.

THE ORGANISATION OF RE

RE is considered as a core curriculum area at St Mary Magdalene School. It is a time-tabled subject that is given 5 - 10% of curriculum time. Half- termly units are allocated for each year group and the planning identifies learning objectives as well as teaching strategies. It is expected that RE will be recorded by using skills gained in various areas of the curriculum – e.g. creative or factual writing, art, drama, dance, worksheets, ICT, DT, photography and visits to places of worship.

RESOURCES

We have a comprehensive range of resources for RE which are kept centrally. This consists of separate boxes of equipment and collections of religious artefacts which enables us to teach all the necessary units.

DISPLAY AND PRAYER FOCUS

Classroom RE displays will relate to the topic being studied to stimulate further work or to celebrate the work that has been undertaken. Christian topics will have a Bible verse included in the display. Each class has a prayer area to facilitate reflection and prayer which is linked to our Christian Core Value (see appendix 1). Key Stage 1 and 2 classes each have a prayer box in which children can place prayer requests. Reception will provide regular opportunities in class for children to make prayer requests and will introduce a class prayer box by the summer term. School prayers are said in class at the beginning of the day and before children go for their lunch. An interactive display in the foyer encourages the children to respond personally to a verse from the Bible or Christian Festival. This is changed regularly.

TEACHING AND LEARNING IN RE

A range of teaching strategies and learning strategies will be employed depending on the needs and abilities of the children and the nature of the activities being undertaken.

Work will be differentiated in terms of activity or outcome according to the needs and abilities of the children.

Approaches will include whole class teaching, group activities/ individual work, role play and paired talking. Children will have opportunities to work individually as well as cooperatively and collaboratively, developing their own knowledge and expertise as well as sharing their experiences with others.

All work will involve thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences.

Teachers are encouraged to make cross curricular links when planning RE, incorporating opportunities for ICT and extended writing where appropriate.

Further enrichment opportunities are provided through “Barnabas RE Days” and visitors to the school from other local churches. We also receive regular involvement from Spinnaker Trust. They support the planning and teaching of RE through fortnightly visits and focus days. They also extend the children’s spiritual development by leading fortnightly collective worship, termly ‘Silent Prayer’ assemblies and an annual whole school prayer room.

Marking of RE work should follow our whole school marking policy. At least one piece of work every half term should be marked in detail with a reference to the learning objective and ‘next step’ guidance given.

Homework linked to the Christian Core Value will be sent home every half term to support home/school learning.

We work in close collaboration with the Southwark Diocesan Board of Education (SDBE) on CPD to raise standards in teaching and learning of RE.

ASSESSMENT

We assess children's work in Religious Education by:

- Regular marking with comments related to attainment target 1 and 2.
- Using the plenary as a reflective opportunity to record what they have learnt. Teachers provide a sentence prompt to encourage thoughtful reflection. (3 times in a half term topic)
- Highlighting the "I can" statements" on completion of a unit of work assessing attainment target 1 and 2. This information is used to allocate children with a National Curriculum level on a termly basis and is recorded electronically and saved in the school's shared documents

MONITORING

The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. The Subject Leader is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. An action plan is prepared annually which prioritises areas for development. These priorities inform the School Improvement Plan (SIP) and are included in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) self-evaluation document. The main responsibilities are:

1. To monitor the subject and be able to comment accurately on:
 - Standards throughout the school
 - Progression of skills throughout the school
 - Trends over time
2. Know the strengths and weaknesses in your subject and produce and implement an action plan in line with school policy
3. Write, maintain and develop a policy for the delivery of your subject in the school
4. To have an extensive subject knowledge and keep up to date with any developments
5. To advise and assist members of staff within our school in the delivery of your subject
6. Order and maintain resources so that the subject can be successfully delivered throughout the school
7. Manage a budget
8. Report to Governors, both written and verbally, at meetings when requested
9. Co-ordinate Governor visits for your subject (at least 2 per year)
10. Maintain professional development of yourself and the staff within the school with regard to your subject area
11. Lead staff meetings and feedback to staff on any CPD that you undertake

12. Work alongside the Deputy Head Teacher and staff to support the provision for SEND and MAG&T children

FAITH GROUP

We have both an adult and children's Faith Group whose responsibility is to maintain and monitor the Christian distinctiveness of St Mary Magdalene CE Primary School.

1) Adult Faith Group

This group meets once a term to discuss the relevant priorities in the SIP and the RE Action Plan. They use the SIAMS document to evaluate the impact in each of the four categories.

See Appendix 2 for more details.

2) Children's Faith Group

Our Faith Group is a democratically elected group of children from Year 2 – Year 6. The purpose of the Faith Group is to represent their peers in issues connected to Collective Worship, Church Services, Prayer and the Religious Education Curriculum. As well as being Leaders in Worship and Prayer. Our Faith Group benefits the whole school as it gives opportunities for the members to communicate their feelings and opinions and enables the children to take a lead in their community.

Aims of the Children's Faith Group

- To promote your views through discussion about the issues raised
- To help the people who make decisions in the school understand and respect your point of view
- To enable you to have experience in being a Leader within your School Community education
- To promote the school's reputation and to maintain the school ethos
- To participate in planning and leading Collective worship and Church Services which reflect the faith of the School

THE LEGAL POSITION:

Parents have the right to withdraw their children from Religious Education and Collective Worship as identified in the Education Act 1944 and in subsequent legislation. St Mary Magdalene is a Church of England Voluntary Aided Primary School where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in the RE and Collective Worship. Parents who have concerns about this should discuss them with the Chair of Governors and the Headteacher before their children are admitted to the School.

Appendix 1

Christian Core Values

Year 1

Autumn 1	Love & Harvest
Autumn 2	Anti bullying & Christmas
Spring 1	Thankfulness
Spring 2	Wonder
Summer 1	Honesty
Summer 2	Unique

Year 2

Autumn 1	Forgiveness & Harvest
Autumn 2	Anti bullying & Christmas
Spring 1	Peace
Spring 2	Trust
Summer 1	Hope
Summer 2	Compassion

APPENDIX 2

FAITH GROUP

Purpose

The purpose of forming a Faith Group is to ensure that the distinctiveness and effectiveness of a church school is maintained and enhanced.

Membership

Head Teacher, foundation governors, parent and support staff.

The group may on occasions co-opt other members of the school community such as pupils, church members, or other members of staff.

Terms of Reference

- (a) To preserve, protect and develop the school's Christian ethos and ensure that this informs, permeates and impacts upon all aspects of school life.
- (b) To keep under review the Statutory Inspection of Anglican & Methodist Schools (SIAMS) self-evaluation toolkit.
- (c) To monitor the impact of provision under the 4 key questions of the toolkit (e.g. questionnaires, interviews, RE subject leader reports, lesson observation feedback).
- (d) To monitor the impact of Spiritual, Moral, Social and Cultural development in the school.
- (e) To address any developmental issues from the previous SIAMS Inspection.
- (f) To provide a forum for robust professional discussion amongst a group of stakeholders around aspects of being a church school including the relationship between Christian values and British values and community cohesion.
- (g) To keep under review policies for Religious Education and Collective Worship and Spiritual, Moral, Social and Cultural development and advise on the implementation of these policies (e.g. RE syllabus, planning of school worship).
- (h) To foster and develop links between the church and The Diocese.
- (i) To maximise the use of SDBE resources (e.g. advisory support, use of SDBE website, the SDBE training programme).
- (j) To report to the Governing Body the Group's recommendations.

RE Curriculum Overview

	Autumn		Spring		Summer	
Reception	Who made the wonderful world?	Special people (3 weeks) Why is Christmas special for Christians? (3 weeks)	Why is Christmas special for Christians? (3 weeks) Special people (3 weeks)	Easter Story	Who cares for this special world and why?	Why do Christians believe Jesus is special?
Year 1	Why is it good to listen to and remember the stories Jesus told? (6 weeks)	Why are the Saints important? (2 weeks) Nativity Characters: Which character are you? Why are you important? (4 weeks)	What is it like to live as a Jew? (6 weeks)	Noah (2 weeks) Why is Easter the most important festival for Christians? (4 weeks)	Christian baptism and marriage (6 weeks)	What does it mean to be a Hindu? (6 weeks)
Year 2	Why are they having a Jewish party? (6 weeks)	School's own Saint's day (2 weeks) Where is the light of Christmas? (4 weeks)	What responsibility has God given people for taking care of creation? (6 weeks)	What are God's rules for living? (2 weeks) How do Easter symbols help us to understand the true meaning of Easter/ (Passover) (4 weeks)	What is the importance of symbols, beliefs and teaching in Hinduism? (6 weeks)	Why did Jesus teach the Lord's prayer as the way to pray? (6 weeks)
Year 3	The Bible (6 weeks)	How do Christians believe following Jesus' new	Who is Jesus? (6 weeks)	Do fame and Christian faith go together?	What does it mean to be a Jew?	What do Sikhs believe? (6 weeks)

		<p>commandment and his two greatest commandments make a difference? (2 weeks)</p> <p>How do Advent and Epiphany show us what Christmas is Really about? (4 weeks)</p>		<p>(2 weeks)</p> <p>Easter people - Who is the most important person in the Easter story? (4 weeks)</p>	(6 weeks)	
Year 4	What does it mean to be a Muslim? (6 weeks)	<p>What are the beatitudes and what do they mean for Christians? (2 weeks)</p> <p>Is peace the most important message of Christmas? (4 weeks)</p>	How did belief in God affect the actions of people in the Old Testament? (6 weeks)	<p>What do the Monastic traditions within Christianity show us about living in community? (2 weeks)</p> <p>Holy Communion (4 weeks)</p>	What does it mean to be a Sikh? (6 weeks)	What do the miracles of Jesus teach? (6 weeks)
Year 5	Understanding faith in Southwark (to include Hinduism) (6 weeks)	<p>Remembrance (2 weeks)</p> <p>How do art and music convey Christmas? (4 weeks)</p>	What are the 5 pillars of Islam and why are they important to Muslims? (6 weeks)	<p>The contemporary Anglican church (2 weeks)</p> <p>What happens in churches at Easter? (4 weeks)</p>	How has the Christian message survived for over 2000 years? (6 weeks)	The journey of life and death (include Hinduism) (6 weeks)
Year 6	Liturgy (6 weeks)	Should every Christian go on a	What is Buddhism? (6 weeks)	Wisdom (2 weeks)	What does it mean to be a	Who decides? (bridging/transition

		pilgrimage? (2 weeks)	weeks)	Easter hope (4 weeks)	Buddhist? (6 weeks)	unit to include Hinduism (6 weeks)
		How would Christians advertise Christmas to show what Christmas means today? (4 weeks)				