



Steeple Morden C of E (VC) Primary School

Religious Education (R.E.) Policy

"I was lost, but now I am found", Luke 15:24

We have chosen the scripture; *I was lost, but now I am found* in Luke (15:24), to illustrate our mission for all within our 'flock' to feel valued and able to flourish. We are dedicated to ensuring that no individual within our school becomes lost, we work together to ensure that everyone within our flock is able to flourish personally, academically, socially and spiritually, this is theologically underpinned by the parable of The Lost Sheep. Our vision of 'Be brave, be kind, be the best you can be!' is underpinned by our core Christian values of Resilience, Compassion and Excellence. Each core value is delivered through the parables of The Wise and Foolish Builders (Resilience), The Good Samaritan (Compassion) and The Talents (Excellence).

Our Ethos

At Steeple Morden C of E Primary School, we believe in the importance of personal responsibility and the need to show care and respect for others, our school, and its surroundings. Inspired by Luke 15:24 and the parable of The Lost sheep, we strive to ensure that no one in our school community becomes lost and that we work together to enable everyone within the school 'flock' to flourish.

Our staff are committed to working closely with parents, pupils, and Governors to cultivate a culture of respect, tolerance, and inclusion. We celebrate diversity and ensure that every child feels valued and supported.

We aim to provide a high-quality education that empowers all children to excel and prepares them for future challenges and opportunities. Our inclusive, thoughtful, and sensitive approach ensures that we support every pupil in their journey. We also recognize the importance of community engagement and partnerships, working together to create a positive and enriching environment for all.

Our Vision

We choose **Be brave, be kind, be the best you can be** as our vision because we want to equip children to be prepared for the wider world and to be the best versions of themselves through core Christian values of Resilience, Compassion and Excellence. Through the parable of The Lost Sheep, Jesus shows us resilience, compassion and excellence through not giving up on finding a lost sheep and ensuring the flock stay together.

Introduction

Religious Education at Steeple Morden C of E Primary School is an important part of our school curriculum. We follow the SACRE Locally Agreed Syllabus for Cambridgeshire, Peterborough and Rutland 2023-2028. To meet the requirements of this syllabus, we use Understanding Christianity and the Emmanuel Project for world faiths and world view to support planning and assessment. As a church school R.E. plays an integral role in all we do.

Aims

Our teaching aims are:

- To acquire and develop a deep and rich understanding of Christianity
- Develop the ability to explore, reflect on and respond to human experience, drawing on the study of Christian, religious and non-religious world views
- To develop a respect for religious traditions, beliefs and practice
- To grow and nurture spiritual development
- To develop awe and wonder
- To develop skills and attitudes which support personal, moral, social and cultural development
- To explore big questions, meaning, purpose and issues in the news and in other religions and world views

- To analyse our own beliefs and values in order to create our own personal worldview
- To reflect on feelings, relationships, experiences, questions, beliefs and practices
- To make links with all religious and world views in order to gain better understanding and develop empathy

SEND and Equal opportunities

In the case of SEND pupils, activities and equipment will be modified to allow children to participate and be involved. Individual teachers will consult parent/carer to establish needs and to give regard for health and safety. Children with health care plans are supported.

At Steeple Morden C of E Primary School, all children, regardless of age, gender, ability, race or creed will have access to the RE curriculum. The curriculum is matched to the needs of the children and equal opportunities are in accordance with school policy. All children will have access to the RE curriculum. This encourages children to be sensitive to the needs of others and challenge inequalities and discrimination if these occur.

Provision

At Steeple Morden C of E Primary School, we ensure that the school follows at least the minimum number of hours for RE as set out in the Local Agreed Syllabus, and we develop opportunities throughout the year for additional hours to be dedicated to R.E. teaching.

<u>Key Stage</u>	<u>LAS Expectation</u>	<u>Steeple Morden</u>
EYFS Minimum 30hours	Early years should follow the EYFS framework. They should begin introducing Christianity and a range of other religions and world views.	Christianity – Explicit units Judaism - Multi-faith unit Islam – Multi-faith unit
Key Stage 1 Minimum 36 hours	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Christianity – Explicit units Judaism – Explicit unit Islam – Explicit unit
Lower Key Stage 2 Minimum 45 hours	Christianity. Five other world religions, humanism, and an acknowledgement of other world views.	Christianity – Explicit units Humanism – Explicit unit Sikhism – Explicit units Judaism – Explicit unit Islam – Explicit unit
Upper Key Stage 2 Minimum 45 hours		Christianity – Explicit units Hinduism – Explicit units Islam – Explicit units Humanism – Explicit unit Buddhism – Explicit unit

Subject Organisation and Progression

Our Religious Education (RE) curriculum is effectively implemented through weekly lessons that align with the Locally Agreed Syllabus 2023-2028. The ‘Church of England ‘Statement of Entitlement’ states that in Church Schools, RE ‘should aim to be close to 10% curriculum time but must be no less than 5% in key stages 1-4’ page 3. So, in addition to this minimum requirement outlined in the LAS 2023-2028, Church Schools should be looking at increasing the number of RE hours close to 10%. At Steeple Morden, we achieve this through Enrichment Days spread throughout **the year**. This ensures that the entire curriculum collaborates with our RE framework to enhance children’s holistic learning experiences. At Steeple Morden C of E Primary School, we recognize the importance of Religious Education, and therefore all teachers take responsibility for the subject. This fosters a deep understanding among children, staff, and the wider community about the significant impact of religion and beliefs in our lives.

The curriculum is thoughtfully structured, dedicating half of instructional time to Christianity while devoting the remaining half to exploring world religions and world views. This meets the expectations of the Locally Agreed Syllabus and the Statement of Entitlement, where Christianity should be at least 50% of the RE curriculum.

School leadership have strategically implemented a spiral RE curriculum, building on core conceptual knowledge. This means there is great depth and balance across all year groups. The impact of this approach is pupils' foster rich knowledge and understanding in RE. Complex ideas such as 'Incarnation' and 'Salvation' are revisited and explored in depth as students grow and mature. This further enables pupils to engage in reasoned and thoughtful discussions of key concepts, learning to agree and disagree respectfully in upper key stage 2.

The RE subject leader actively participates in Continuous Professional Development (CPD) offered by the Diocese of Ely, ensuring that vital insights and resources are disseminated to all staff members. All educators also engage in regular RE-focused CPD, facilitated by both the RE lead and external trainers, to continuously enhance their expertise and impact on student learning. To meet the recommended teaching time and enrich our curriculum, we organize annual RE Enrichment Days, ensuring that our students receive comprehensive and engaging educational experiences in Religious Education.

In selecting the wider faiths we teach, we have made thoughtful decisions that reflect the demographic composition of our local community in South Cambridgeshire. For instance, we have integrated Islam into our curriculum for Years 2, 3, 5 and 6, recognizing that is the next largest faith within our wider community. This approach not only acknowledges the rich diversity of beliefs in our wider area but also helps our students develop a meaningful understanding of the experiences and perspectives of their peers. Additionally, we have included Humanism in Year 3 and Year 6 to ensure a comprehensive exploration of belief systems. After seven years of focusing on faith and religion, we believe it is crucial for students to have the opportunity to engage with secular worldviews. Introducing Humanism empowers children to seek answers to questions they may have about life, morality, and ethics beyond religious frameworks, preparing them for thoughtful citizenship in a diverse society. By embracing a wide array of beliefs, we support our students in becoming open-minded individuals who can appreciate the complexity of human experience.

Children work in RE books in Key Stage 1 and Key Stage 2 but floor books are also used to showcase evidence for dramatised activities and to capture children's voice.

Approaches to RE teaching used in School

RE is taught through stories, cross-curricular themes, topics, festivals and whole-school topics, as well as through discussions. The use of knowledge organisers and key vocabulary is key to the sequenced approach that is planned throughout the whole school.

Teaching methods are stimulating and engaging and use a number of styles and methods. All these are focused to give children maximum opportunities to be involved and learn.

Spiritual development in RE

Spiritual development is about being aware of the relationships we have with ourselves, with others, with nature and with God. This is depicted within our '4 Hearts' image (overleaf). Ofsted define spiritual development as being the "development of the non-material element of a human-being which animates and sustains us". Religious Education can serve to broaden every child's spiritual development by:

- Encouraging pupils to consider their own values and attitudes
- Encouraging reflection on questions about religion and the meaning of life
- Explore their own and other peoples' beliefs
- Encouraging pupils to consider and discuss their own beliefs
- Developing a sense of awe and wonder
- Promoting ways that beliefs contribute to individual and group identity
- Providing opportunities to view things from another person's perspective

Spirituality - Relationships

Divine

The relationship you have with the divine being, your connection with a greater being

Nature

The relationship you have with the world, your connection with the world we live in

Me, Myself, I

The relationship you have with yourself, your thoughts and feelings. Good mental health, mindset, self-reflection.



Others

The relationships you have with other people and how you relate to and with them, school, home, community, church

Resources

There are a range of resources to support the teaching of Religious Education in school. Resources are regularly audited to see if they are up to date and relevant. Knowledge organisers are also a key resource. The R.E. subject leader is responsible for managing the purchase and maintenance of resources.

We also use the local church community as an important resource in RE. Contributions from the St Peter and St Paul Church within the village, provide a valuable link in the delivery of RE within the school.

Assessment, Evaluation and Monitoring

We closely monitor the progress our pupils make in religious education, ensuring they retain key knowledge and facts that empower them to engage reflectively in lessons. Our assessment methods include Book Looks, Pupil Voice, and thorough summative data analysis to ensure that we are effectively supporting students' learning. At Steeple Morden C of E Primary School, our staff are trained in assessment practices to ensure that each piece of assessment is relevant and specific to the outcomes being measured. We believe that nothing is left to chance; every assessment is purposefully planned to align with our educational objectives and the students' learning needs. This strategic approach allows us to effectively monitor progress, identify strengths and areas for improvement, and ultimately support each child in their journey toward flourishing in their religious education. It is expected that each teacher will be responsible for the regular assessment pupils through evaluation of work, in whatever form that may take (discussion, questioning, quizzes and prior learning). Over the course of each termly/half termly unit, there should be a balance of assessments looking at knowledge and understanding as well as looking at the questions asked. Where work is recorded, feedback is given in line with the school's marking and feedback policy. The Locally Agreed Syllabus has two progression targets in RE for each year group. These acknowledge that good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work. Over a year it is expected that three units are assessed using summative assessment methods, though these can be in a variety of genres but must reflect the progress targets, PT1 and PT2. To stay in line with current best educational practice, at Steeple Morden we will use emerging, expected, exceeding to assess pupils at the end of each unit, term and academic year.

The Right of Withdrawal from R.E.

At Steeple Morden C of E Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education. We would ask any parent considering this to contact the Headteacher in writing and meet to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

Approved by the Governing Body: October 2024

Next Review: October 2026