



St. Jérôme
Church of England
Bilingual School

RE Policy

April 2016

Executive Headteacher:.....

(Reverend D Norris)

Chair of the Governing Body:.....

(Ian Fernandes)

Date:.....

Review Date:.....

An aspirational, multilingual, multicultural education community that empowers everyone: to grow and flourish, to gain in knowledge, wisdom and skills and to translate the love of God for all people into words and actions.

St. Jérôme C E Bilingual School is a Church of England Free School Academy in the Diocese of London and Religious Education occupies a special place in our school vision. Learning in Religious Education enables our children to love their neighbour by helping to understand the beliefs and values of others.

Families who send their children to this school are diverse in their faith backgrounds. RE is concerned with learning about religions and learning from religion. The faith background of staff and children is respected at all times.

Christian beliefs are lived through the ideals of love, peace, unselfishness, patience and joy. These ideals are reflected in the everyday life of the school through the feasts, festivals, rites, practices and teachings of the Church of England. We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child (spiritually, morally, socially, culturally and intellectually) is reflected in the RE curriculum.

VALUES & AIMS

In addition to the general school aims and vision, the aims of RE are for the children:

- ❖ To acquire a knowledge and understanding of the origins, content and development of the Christian religion; and an awareness of its uniqueness among other religions, traditions and beliefs.
- ❖ To understand the important place that Christianity and Christian experience have in our heritage, culture and society; and its influence on the lives of generations of individuals in the English and French speaking worlds and beyond.
- ❖ To acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Hinduism, Islam, Judaism and Sikhism, most of which are represented in Harrow and in the school.
- ❖ To understand the values, attitudes, and lifestyles that Christian faith demands; and the effect of faith on relationships and responsibilities in:
 - (a) the school
 - (b) the family
 - (c) the local community
 - (d) the wider global community.
- ❖ To develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teachings of the principal religions.
- ❖ To enhance their own spiritual, moral, cultural and social development by:

- a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
- b. responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
- c. reflecting on their own beliefs, values and experiences in the light of their study;
- d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.

OTHER FAITH TEACHING

As a Church of England Free School the emphasis for RE is placed within the funding agreement, as an expression of the values and principles on which the school stands i.e. the Anglican faith. It is recognized, however, that the school community includes families of other faiths, and that this is part of our children's wider experience. Therefore, the practices and beliefs of other faiths are taught alongside Christianity (see Scheme of Work).

RELIGIOUS EDUCATION AND THE NATIONAL CURRICULUM

RE is not a National Curriculum subject, but must be taught to all pupils as part of the curriculum. As a Free School Academy our RE curriculum is required by law to be determined by the Directors in accordance with the funding agreement. All parents have the right to withdraw their child from all or any part of R.E.

OBJECTIVES IN RELIGIOUS EDUCATION

LEARNING

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by “Learning About Religions” and “Learning From Religion”.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

Learning About Religions

- ❖ identify, name, describe and give an account, in order to build a coherent picture of each religion;
- ❖ explain the meanings of religious language, stories and symbolism;
- ❖ explain similarities and differences between, and within, religions.

Learning From Religion

- ❖ give an informed and considered response to religious and moral issues;
- ❖ reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- ❖ identify and respond to the questions of meaning within religion.

Children will be “Learning about Religions” and “Learning from Religion” through:

1. investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. questioning; developing curiosity about life, relationships and the natural world
3. empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
4. reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
5. relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
6. expression; the ability to identify and explain feelings and aspects of religions.

TEACHING

Teaching the programmes of study should contribute to pupils’ knowledge and understanding and provide opportunities for reflection on six key areas:

- ❖ Belief and Teachings – e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- ❖ Religious Practices and Lifestyles – e.g. people, festival, pilgrimages, places, events, artefacts, lifestyle choices, effects of individuals
- ❖ Ways of Expressing Meaning – e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- ❖ Human Identity, Personality and Experience – e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- ❖ Questions of Meaning and Purpose – e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life’s journey, ultimate questions of life raised by life experiences
- ❖ Values and Commitments – e.g. values, ethics, principles, rules, moral dilemmas.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artifacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
4. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

ATTITUDES

These are implied in the whole organisation and ethos of the school. However, specific RE has a particular role to play. Many attitudes we want the children to develop are exemplified in the life and teaching of Jesus. These need to be related to the children's own experience so that they can develop a much more "internal" understanding of themselves.

- a. Attitude to self: the uniqueness and equal value of every person before God and His love for each one of us.
- b. Attitudes to others: an appreciation and acceptance of others, sensitivity to their needs, respect for their views.
- c. Attitude to the physical world: respect and care for the environment as God's creation.
Wonder and awe: God's gifts, God's purpose for us, a reverence for life.
- d. Attitude to learning: a curiosity to know more, to understand better, a determination to realise potential. A growing responsibility for our work, a sense of satisfaction and achievement.

KNOWLEDGE

The areas of knowledge through which children acquire their religious understanding and skills and attitudes are contained in the themes set out in the scheme of work.

The time allocation for RE is as follows:

Foundation Stage 10 hours per term

KS1 - 1 hour per week

KS2 - 1 hour 15 minutes per week

The time allocation for Collective Worship must be separate from that allocated to R.E.

PLANNING

Planning in RE is supported by the LDBS current RE scheme. Our scheme of work ensures that our aims are met at each key stage. Recurring themes have been carefully defined to show progression through the age groups. Some elements of RE will be taught through themes (or blocks of work). Other elements will be taught separately depending on the material, which has to be covered. Planning will follow the format outlined in the school Curriculum Planning Policy.

RELIGIOUS EDUCATION AND THE WHOLE CURRICULUM

RE teaching and learning will be the means to access wider cross-curricular themes and dimensions. There are clearly opportunities to explore multicultural and equal opportunity issues and to consider environmental concerns. Moral questions will be raised and a sense of citizenship will be promoted through many aspects of the RE curriculum. The RE curriculum will also complement elements of Personal, Social and Health Education and encourage children to make informed decisions and develop life skills. Links will be maintained with people and communities within the local area.

CROSS-CURRICULAR LINKS

Cross-curricular links will be identified between RE and other subjects and will be specifically mentioned activities in planning. Cross-curricular skills (communication, study skills, problem solving, ICT) will also be included. Christianity underlies our school values and work in PHSE.

EQUAL OPPORTUNITIES

All children will be given access to the RE curriculum regardless of gender, ability (including gifted pupils) ethnic origin and social circumstances and be given opportunities to make the greatest possible progress.

SPECIAL EDUCATIONAL NEEDS

The school will ensure that the children with SEN have full access to the RE curriculum at their own level of achievement and that more able pupils will be challenged and extended in their thinking.

MANAGEMENT & CO-ORDINATION

It is the responsibility of the RE co-ordinator to ensure that adequate resources are available for the successful implementation of the scheme of work for RE in the school.

RE resources are stored in two areas:

- a. classroom based resources
- b. centrally stored resources

In each classroom there will be an area of religious significance. Pupils will be encouraged to pause for thought and reflection.

HEALTH AND SAFETY

We aim to provide a safe working environment for the children at all times. Out of school visits (i.e. to the churches) will be organised in line with the school's visits policy.

ASSESSMENT, RECORDING AND REPORTING

Through activities such as discussion with pupils, group activities, marking and guiding their work, displaying work, asking and answering questions, observing, etc. teachers are continuously assessing and finding out about the children's achievements. All assessment, recording and reporting takes place within the context of the school Assessment, Recording and Reporting Policy. Attainment is measured in level terms of pupil's progress against an 8 scale used in our scheme of work.

CURRICULUM MONITORING AND POLICY REVIEW

The RE subject leader will monitor and review progress through

- ❖ Lesson observations
- ❖ Work scrutiny
- ❖ Pupil interviews

An action plan to support progress will be included in the School Development Plan. This policy will be reviewed as required or annually by the co-ordinator. It is subject to review in accordance with school development planning.