

# St. Martin's Church of England (Aided) Primary School



## Religious Education (RE)

*'Serve one another in love'*  
*Galatians 5v13*

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

## Principles, values and philosophies

### Christian Distinctiveness at St Martin's

The underpinning principle of this RE policy is that the provision of education within our school meets the needs of all children within our diverse school community – all are unique and special, made in God's image, with everyone welcomed and included.






### Vision and Values

Our school vision - based on Galatians 5:13 'Serve one another in love' - drives our curriculum intent. When teaching our curriculum, we serve our children with Christian love by:

- Exploring and living out our curriculum driver of 'Courageous Advocacy.'
- Looking outwards – our curriculum involves the wider global dimension.
- Serving each other and our wider community in love.

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Our '5 ways to Flourish' are the core set of Christian values that we follow:

<p>Service</p> 	<p><b>“Serve one another in love.” Galatians 5:13</b></p> <p>The Bible teaches us that as true followers of Jesus, we also must serve others. Service is helping others who need our help. Service grows out of genuine love for God and of love and concern for those whom He gives us opportunities and direction to help.</p> <p>St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included.</p>
<p>Trust</p> 	<p><b>“My God is my strength in whom I trust.” Psalm 18:2</b></p> <p>The Bible teaches us that God is good, powerful and wise; he loves everyone more than they can imagine. He has made a way for everybody everywhere to become close friends with him he will never leave those who trust in him on their own.</p>
<p>Community</p> 	<p><b>“But God has combined the members of the body ... so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.” Corinthians 12:24-26</b></p> <p>The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. At St. Martin's C of E VA Primary School, we believe the value of community encompasses our other values of hope, trust and respect. Through Christ we all share fellowship with one another as one big family</p>
<p>Hope</p> 	<p><b>“Set your hope fully on the grace that will be brought to you at the revelation of Jesus Christ.” Peter 1:13</b></p> <p>True hope is much more than a general idea that things will get better. It is more of a belief in progress, which sees the world and people getting better all the time, growing away from violence, ignorance and confusion.</p>
<p>Respect</p> 	<p><b>“Pay others the honour and respect you owe them.” Romans 13</b></p> <p>Respect has different meanings but all play a part in how Christians value themselves and the lives of others. Respecting those that love and care for us, our parents, carers and those in the local community is an important value at St. Martin's C of E VA Primary School. We should appreciate what is done for us, finding cooperation not conflict and take responsibility.</p>

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## Intent

Religious Education at St. Martin's C of E (VA) Primary School enables every child to flourish and 'to live life in all its fullness' (John 10:10). It helps to educate for dignity and respect, encouraging all to live well together. We serve our pupils by preparing them for life in a multi-faith and multi-cultural world. This equips our children to serve, understand, respect and love fellow human beings – whether they are Christians, follow a different faith, or no faith at all.

At St. Martin's, we encourage children to develop their understanding of the Christian faith, alongside other World religions, and how faith influences the lives of believers, through the provision of a comprehensive Religious Education programme. This is closely linked to our ethos, values and distinct Christian vision as a Church School, and to our Collective Worship programme. Through Religious Education lessons, we aim to support children's awareness of how different elements of the Christian faith are interwoven together and how these develop through the Bible from Genesis through to Revelation. We also give them an understanding of the beliefs and practices of other World religions, so that they are prepared for life in a multi-faith society, alongside having time and space to reflect on their own understanding and beliefs.

Religious Education in Aided schools is determined by the Governing Body. In York Diocese, the Archbishop is seen as the interpreter /arbitrator of the denominational aspects of the Instrument of Government. This gives the authority for the Diocesan Guidelines to be used in Church Aided schools to meet their legal obligation in fulfilling the requirements of their distinctive Christian foundation. We are also mindful of the Education Reform Act 1998 stating that 'R.E. is a valid discipline in its own right, which acknowledges the spiritual nature of human beings.'

## Aims and Objectives

As a Church of England School, we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but aims to provide a foundation for Christian learning for life. As stated in the Church of England Statement of Entitlement for Religious Education 2019, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

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## Implementation

Our children at St. Martin's are entitled to, and receive, a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. Our Long-Term Plan for RE at St. Martin's is supported by the Leeds Diocesan Syllabus and Understanding Christianity, which focuses on Creation, Incarnation, Salvation, The Gospel, People of God and The Kingdom of God.

RE is a core subject within our school curriculum, and therefore, content is taught as discrete weekly lessons, as well as whole RE days on occasions eg visits and visitors, FISS workshops etc. Alongside this, cross-curricular activities are actively encouraged as a means of exploring concepts and enabling children to reflect on and demonstrate their learning. Staff also plan activities to enrich the RE curriculum, such as, visitors and excursions- often to places of worship and/or sites of historical religious significance.

We teach RE through an enquiry model, using cross-curricular connections and through visits and visitors. This means that our RE curriculum:

- is intrinsic to our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to our teaching of British values and to pupils' spiritual, moral, social and cultural development.
  - is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
  - reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their Religious Literacy\*
- \*Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief (Key Principles of a balanced curriculum in RE).
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
  - provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
  - supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
  - encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs.
  - offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
  - ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

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## Teaching and Learning

At St. Martin's C of E (VA) Primary School, we place a significant importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions.
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

## Assessment

Religious Education assessments are carried out termly throughout the year and are recorded on our 'Insight Tracking' system. The Subject Leader analyses evidence of learning for a lower ability, middle ability and more-able pupils. The RE Subject Leader analyses assessments termly to monitor the effectiveness of teaching.

Assessment will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- be termly throughout the year.
- be discussed with other staff members.

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- take account of work produced by pupils working with the Diocesan Syllabus.
- not be solely on evidence of achievement in written work.
- take place in planned opportunities for assessment as well as in opportunities that arise during learning activities.
- be based on various strategies for example, personal responses through art, poetry, dance, drama, self-assessment, inventing games, peer discussion, marking conversations and audio-visual presentations.
- Include pupil self-assessment.
- be measured against the statements in our RE Curriculum Handbook ensuring progression across key stages.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

### Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors to ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training. The subject leader's role includes monitoring and evaluation of this policy in practice.

### Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. The school makes use of guidance material produced by the SACRE / Diocese. Funding allows regular review of resources and, where possible and pertinent, visits and visitors and provides training as appropriate for staff.

All resources will be stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. Our staff are given protected time to familiarise themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

### Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

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## Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28).

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE.

We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

## Inclusion

St. Martin's C of E (VA) Primary School upholds an equal opportunities policy. All children will be included in RE activities with special provision being made for children with special requirements e.g. disabilities requiring assistance for practical activities.

Please see the RE Curriculum Handbook for an in-depth explanation of SEND provision in RE.  
<https://stmartinscofeprimaryschool.co.uk/w3/recurr.php>