



Christ Church New Malden

Church of England Primary School



Religious Education Policy

Committee responsible	Christian Ethos Committee
Approval required by	Christian Ethos Committee
Statutory or Recommended	Recommended
Frequency of review	3 years
Date last reviewed	February 2024
Date of next review	February 2027
Display on website	Yes
Purpose	To maintain quality of education
Consultation	Faith Group
Link with other policies	Collective Worship Policy Equality and Diversity Policy

	Signed	Date
Headteacher		5 February 2024
Chair of Governors		5 February 2024

Vision

At Christ Church New Malden Church of England Primary School (CCNM), we seek to 'become the people God made us to be,' through being creative people, living in community, nurturing each other and maximising our potential.

Our CCNM 'Ways to Be' are reflected in the Bible verse, 'Treat others as you want them to treat you.' *Matthew 7 v12*

Principles

At CCNM, we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

"A Church School nourishes Christians in their faith, encourages those of other faiths and challenges those with no faith." *former Archbishop Robert Runcie*

Religious Education throughout the school provides a foundation of Christian teaching relevant to the needs of the present day. It aims to give an appreciation of all that is embraced by the term 'religion' in its widest sense. We hope to do this in such a way that children in our school will be supported and encouraged as they practise their faith and that they will grow in the virtues of love, understanding and tolerance, in so doing, 'becoming the people God made us to be'.

RE is taught in accordance with the [Church of England's Statement of Entitlement \(2019\)](#).

Our Aims

Our RE curriculum aims to support and contribute to the vision of the school as a whole by:

- encouraging and enabling children to express and explore their own beliefs
- developing children's knowledge, understanding and awareness of Christianity and other principle religions, their beliefs, values and practices
- helping children to understand and appreciate the beliefs of others
- assisting children in their personal search for the meaning of life
- assisting children in developing self-worth and a respect for others
- encouraging spiritual awareness of people and the natural world
- encouraging positive Christian values and helping children to explore them for themselves
- ensuring that RE is intrinsic to the whole curriculum and life of the school

Legal Requirements

In accordance with the 2019 Statement of Entitlement, we provide religious education for all pupils registered at the school. The teaching of RE comprises between 5% and 10% of

the curriculum timetable. This is separate from requirements for Collective Worship. During the Early Years Foundation Stage, children explore RE throughout their curriculum, incorporating the EYFS SDBE planning into their planned learning.

The Scheme of Work

CCNM has adopted the Southwark Diocese Board of Education (SDBE) RE scheme across the school. This is taught in units of planning; there are usually one or two units over each half-term period. The units have built into them a clear skills progression as pupils move through the school. An introduction to other faiths is part of this RE scheme with two thirds of the learning being Christian based. The other faiths studied are Judaism, Hinduism, Buddhism, Sikhism and Islam. The scheme is strongly enquiry based and encourages discussion, drama, Biblical reading and an understanding of Anglican practice. In addition to the core SDBE RE scheme, we also have a timetabled half-termly session with 'chums' to review learning of our iShare Learning themes, which lead our collective worship programme and have some links to RE learning.

Learning and Teaching

Planning for Religious Education is based on the two attainment targets (ATs):

1. Learning *about* religions (AT1)
2. Learning *from* religions (AT2)

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impact on the lives of believers and communities, and the varying ways in which these are expressed. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupil's reflection on and response to their experiences and their learning about religion. It develops pupil's skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Through RE, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and developing empathy. Teaching and learning styles are varied throughout the school and include some whole class, group, paired and individual learning experiences. Assessment takes place at the end of each 'assessed unit' which is once a term.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE and our Collective Worship, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Religious Education introduces children to the significance of belonging to a community and to the diversity of communities in the wider world. It teaches respect for values such as freedom and democracy, and the fundamental equality of all people.

Within each classroom there is an area for reflection with a Bible, Cross, a copy of the class's prayer book, the memory Bible verse of the current iShare Learning Theme and the school vision poster. There is also an ongoing class RE digital journal that is a record of learning and experiences which is added to during the course of the year.

Inclusion

In all our planning and teaching, it is the aim of the school to develop an inclusive curriculum. We aim to ensure that the RE curriculum is accessible to all children regardless of gender, race and ability.

CCNM is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Right of Withdrawal

Our Christian ethos pervades all areas of school life but we welcome those from all faiths to become part of our community. At the beginning of a person's relationship with the school, for example on a tour of the school for a new child or at an interview for a new member of staff, it is explained that by becoming part of a faith community, there is an agreement to embrace and accept our ethos by taking part in RE lessons and acts of worship. Of course, we accept that in some cases, parents may wish to exercise their statutory right, under section 71 of the School Standards and Framework Act 1998, to withdraw their children from this, and that parents are not obliged to give a reason for requesting withdrawal. Such requests should be made to the headteacher in writing. We trust, however, that through open communication at the outset and a clear message about the vision and values of the school, such situations will be rare.

Assessment and Reporting

The SDBE scheme planning incorporates clear assessment areas based around AT1 and AT2 objectives for each lesson. At CCNM, we have created assessment statements for each unit - one (or two) for AT1 and one for AT2 meaning that the teachers can give a grade based on that unit's learning.

The results are used to monitor progress and to inform or adjust future planning. As the year progresses, a picture of understanding and learning in RE evolves.

Each class also compiles a digital journal throughout the year in which they record events that have happened to the class. They include pictures, photographs, pupil voice comments and notes that build into a diary of the life of the whole class. This is used to inform and monitor learning at AT2 in addition to RE books used during lessons.

Parents are informed of the pupil's progress during parents meetings and in the end of year reports.

The Role of the RE Leader and Monitoring

The teaching, monitoring and resourcing of Religious Education is led by the RE Leader in close collaboration with the Head Teacher and Senior Leadership Team. RE planning, teaching and the quality of work in children's books is monitored regularly through learning walks, book scrutiny and planning reviews. This is to ensure we continuously strive to develop and improve on planning, the quality of RE teaching and the achievement of pupils.

There are on-going changes and updates to the SDBE scheme and these are made as and when necessary to respond to school monitoring and the national picture. The governing body has a key role in monitoring the effectiveness of RE teaching around the school with the RE link Governor regularly coming into school to take part in Learning Walks and observation of RE teaching together with the RE leader and members of SLT. It is the role of the RE Leader to work with teaching staff in developing the confidence and skills necessary for delivering high quality teaching and ensuring high achievement in RE.

Diocesan Support

Support and training from the SDBE is highly valued and intrinsic to the work of the school. It is delivered in a variety of methods: face to face and online training; advice; moral and spiritual guidance to leadership and staff. The SDBE works in close collaboration with the school, highlighting opportunities for development and celebrating successes which can then become models of good practice for other schools.

Links to Other Policies

This policy should be read in conjunction with the [Collective Worship Policy](#) and our [Equality and Diversity policy](#).

Monitoring and Review

This policy will be monitored by the RE subject leader through a regular programme of monitoring to include lesson observation, learning environment audits, scrutinies of planning and books and pupil voice interviews.

Our link RE governor will also meet regularly with the RE leader to see practice in the school and look over progress against the annual RE action plan.