

# St Martin's C of E Primary School

## RE Policy

'though many, we make up one.'



At St Martin's we aim to provide an educational and social environment, which nurtures and challenges each child, enabling individuals to flourish and to achieve their highest possible potential. We offer our children an environment where they can achieve academically, creatively, spiritually and socially.

Pupils who follow the RE programme at St Martin's C of E Primary School gain a deep awareness of their own and others' identities; they wrestle with the mysteries of life and the answers given by a wide variety of religions and beliefs; they develop a clear sense of what is of real value in world today.

Pupils who follow the RE programme in our school gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.'

RE Statement of Entitlement from the Church of England Education Office Feb 2019

### **Policy Statement**

At St Martin's, the RE curriculum is viewed as an integral and important part of school life. The curriculum makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of

religion on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religions and worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

As a member of KMAT, St Martin's C of E Primary School follow Awareness, Mystery and Value (AMV), the Agreed Syllabus for Religious Education in Bath & NE Somerset, Bristol, North Somerset, 2016 alongside Understanding Christianity.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools. (SIAMS)

### **Aims of RE**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand other major world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and world views.
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

### **Teaching and Learning**

In line with the Church of England RE Statement of Entitlement, at St Martin's C of E Primary School we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

### **Implementation**

- RE is taught within the weekly structure of the school timetable. Some differences occur when a RE topic is taught in a cross curricular style with other subjects.
- Visits to local churches and other places of worship are encouraged
- A variety of teaching approaches are encouraged including teacher presentations, art, role play, drama and story telling
- There is use of questions and answer sessions, discussions and debates
- Pupils will take part in individual and group research
- Use of Photographs, pictures and maps will be used to record work
- ICT, film and websites are used for research and to communicate ideas

### **Curriculum balance and time**

Reflecting St Martin's C of E Primary School's academy funding agreement, Christianity should be the majority religion studied and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broad curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **Personal Development and Well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### **Christian Values**

As part of our work with the children, we identify the values of friendship forgiveness, compassion, wisdom, thankfulness, hope, endurance and trust. They form part of our school vision aims and values. We reflect on these Christian Values throughout our school day and during all of our lessons.

### **British Values**

RE lessons provide opportunities to explore the British Values of Democracy, The rule of law, Individual liberty and Mutual respect and tolerance of different faiths and beliefs.

### **Legal requirements**

In accordance with the law, we provide religious education for all pupils registered at the school. Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the Head teacher.

### **Prayer and reflection**

Collective Worship always includes a time of prayer and/or reflection, including singing practice. A range of prayers is used including the Lord's Prayer, our school prayer and prayers written by children and others. They are introduced in an appropriate manner with a short time of quiet. At the beginning of the whole school worship, a time of reflection and quiet is encouraged by the lighting of candles or a visual focus for the children on the theme of creation. Our school cross or other Christian symbols are displayed on the table.

There are strong links between the school and the local Parish church and visits and services are held regularly in the church by the school. The vicar and members of the church support in various aspects of life throughout the year.

### **Equal opportunities**

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE, we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

### **Recording, Marking, Assessment and Reporting**

Assessment takes place at the end of each unit in the scheme of work. This indicates what most pupils should know and understand. Judgements about children's achievements are made through formal assessment and regular marking of pupils' work. Pupils are guided about what they have done well, what they need to improve and ways in which they might make that improvement.

### **Monitoring, Evaluation, Assessment, Recording, Reporting**

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision
- The headteacher has overall responsibility for monitoring and evaluation
- The teaching, assessing and resourcing of Religious Education is managed by the RE Curriculum Leader, in close collaboration with Senior Leadership Team

- The RE subject leader will assist the headteacher by monitoring RE
- The subject leader will manage resources. These are stored in a cupboard in the hall as well as in some classroom
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will be aware of staff development needs and encourage continuing professional development
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education. Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

Karen Maynard  
Reviewed 2025