



**KENTISH TOWN CHURCH OF ENGLAND PRIMARY  
SCHOOL**

*“Learning and Enjoying Together”*

**RELIGIOUS EDUCATION POLICY**

**A WORKING DOCUMENT FOR ALL OF US**

**Article 14**

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose.

**Written by: Helen Francis and James Humphries**  
**Review Date: July 2019**

# R.E Policy

## AIMS

The Church of England states that the aims of RE education are:

- 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 and understand** about **other major world religions** and **world views**, their **impact** on society, culture and the wider world, enabling pupils to **express ideas and insights**.
- To contribute to the development of pupils' own **spiritual/philosophical convictions**, exploring and enriching their own beliefs and values.

We share these aims and believe that Religious Education in Kentish Town Church of England School is rooted in a Christian ethos of reverence, nurture and mutual care. Belief on the part of the individual pupil, however, is not assumed. RE in the school is governed by the same educational principles that apply to other core subjects of the curriculum which are driven by the schools vision. It seeks to introduce pupils to the world of religion and spirituality with compassion and understanding, in ways which preserve the integrity of both the child and religion, mindful of the diverse ethnic and religious make-up of the school community. In the words of Archbishop Runcie:

“A church school nourishes Christians in their faith, encourages those of other faiths and challenges those with no faith”.

## Outcomes of R.E learning

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and as minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

- Show an informed and respectful attitude to religions and world views in their search for God and meaning, demonstrating the Christian values of Love, Equality and Compassion .
- Engage in meaningful and informed dialogue with those of other faiths and none, sharing in the lives of others.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

### **TIME SPENT TEACHING RE**

R.E. will have an allocation of at least 5% curriculum time. As a church school Kentish Town Church of England believes that RE is a core subject that should influence the rest of the curriculum.

FOUNDATION STAGE    At least 30 hours per year / 1 hour per week  
AND KEY STAGE 1

KEY STAGE 2                    At least 40 hours per year / 1hr 15 mins per week

R.E. is considered to be part of the curriculum time and is separate from collective worship.

### **THE R.E. CURRICULUM**

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development, whilst also considering the views of others. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum.

In accordance with both LDBS guidelines, the aims of the RE curriculum at Kentish Town Church of England Primary School are that the pupils learn *ABOUT* religion as well as *FROM* religion. This is delivered through enquiry based learning. Teaching and learning is structured through the **big theological question** that is investigated, evaluated and reflected upon. Through this children at Kentish Town Church of England Primary School are supported to develop their RE skills and learning from and about religion at an age appropriate level. Below is the progression of skills:

<b>Learn about religion</b>	<b>Learn from religion</b>
analyse/contextualise	justify views
account for.....	evaluate
interpret	express insights
explain	express views
show understanding	apply ideas
describe	make links/connections
retell	respond sensitively
name	talk about

## **THE R.E. SCHEME OF WORK**

At Kentish Town Church of England Primary School we have adopted the LDBS syllabus. This not a scheme of work but a guide through which teachers adapt and plan high quality R.E teaching for the needs of the children in our context. The curriculum map for the whole school ensures the balance of the curriculum across the key stages, from Nursery to year 6.

### **EYFS**

#### **6 half term units about Christianity**

5 of the units are taught and differentiated for nursery. These units are then revisited in more depth through R.E teaching in reception. Alongside this children across the EYFS explore other world views. This is through the people and communities strand of the EYFS, particularly focusing on festivals.

**Outcome at the end of EYFS: Basic understanding of some Christian concepts and key Biblical texts.**

### **KS1**

#### **Across key stage one these units will be covered:**

4x 6 week units on Christianity  
2x 4 week units on Christmas  
2x 4 week units on Easter  
4x 2 week units on Christianity  
2x 6 week units on Judaism  
2x 6 week units on Islam

**Outcome at the end of K.S 1: Sound knowledge of Christianity, Judaism and one other world faith.**

### **KS2**

**Across key stage 2 these units will be covered:**

6x 6 week units on Christianity

4x 4 week units on Easter

4x 4 week units on Christmas

8x 2 week units on Christianity to match the Christmas and Easter units

1x 6 week unit on Judaism

6x 6 week units on other world faiths not taught in K.S 1 (Sikhism, Buddhism, Hinduism)

3x 6 week thematic units for upper KS2

**Outcome at the end of key stage 2: Solid understanding of Christianity and 3 other world faiths. Ability to make connections across faiths and to develop high order thinking skills**

**DIFFERENTIATION**

We recognise the fact that all classes in our school have children of widely differing abilities and believe that all children have an equal right to access high quality RE teaching. So we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- ◆ setting common tasks which are open-ended and can have a variety of responses;
- ◆ setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- ◆ grouping children in mixed ability learning partnerships;
- ◆ providing resources/tasks of different complexity, adapted to the ability of the child;
- ◆ using teaching assistants to support the work of individuals or groups of children.

**CONTRIBUTION OF R.E TO THE TEACHING OF OTHER SUBJECTS**

R.E. contributes towards many other areas of the curriculum:

**English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy lesson have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also use many drama activities to support these skills. We also

encourage the children to write letters and record information in order to develop their writing ability.

### **Computing**

We use computing where appropriate in religious education. The children find, select and analyse information, using the internet. They also use computing to review, modify and evaluate their work and to improve its presentation.

### **Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.

### **Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

### **MONITORING**

The role of the R.E subject leader is to monitor the teaching and learning across the school. This is done through lesson observations, monitoring of planning and 'book looks'. The impact of the scheme of work and its resources will be evaluated through assessment (see below) and informal discussions with pupils. Portfolios of work, photographs of art or drama and records of class discussions will be kept in wonder books.

The subject leader will also support staff through attending INSET and passing on information.

### **ASSESSMENT**

Teachers will assess their pupils' attainment and progress through out the year in many different ways, using a wide evidence base to form a judgment at the end of each unit taught.

Assessment is informed by:

- Marking written work
- Observation of discussions

- Observation of group activities
- Discussions with individuals
- Wonder Books

Throughout the year children will be assessed against enquiry questions for each unit that is taught. This will inform end of year assessments on the tracking system that supports the LDBS curriculum.