



St Margaret's Church of England Primary School

“The roots to grow and the wings to fly”

They will soar high on wings like eagles.

Isaiah 40:31

**RE Policy
Spring 2023**

Date Approved by LGB: Adoption Date:	March 2023
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School Mission Statement

The roots to grow and the wings to fly *“They will soar high on wings like eagles.”*
(Isaiah 40: 31)

Our inclusive school family provides everyone with firm roots and foundations which enable them to aim high, use their gifts and fly. Every child and adult is special to God and uniquely made in his image – we strive to ensure that all members of our school’s body understand their worth and value. All members of our school’s body seek to nurture the following Christian values (roots):

Roots (our Christian values):

- ‘Encourage one another and build each other up.’ (Thessalonians 5:11) – friendship
- ‘Just as the Lord has forgiven you, so you must also forgive others.’ (Colossians 3:13) - forgiveness
- ‘Do to others as you would have them do to you.’ (Matthew 7:12) – respect
- ‘Tell the truth to each other.’ (Zechariah 8:16) – truthfulness
- ‘I can do all things through him who strengthens me.’ (Philippians 4:13) – perseverance
- ‘Always be thankful.’ (1 Thessalonians 5:16) – thankfulness
- ‘For the body itself is not made up of only one part but of many parts.’ (1 Corinthians 12: 14) – citizenship (koinonia)

These roots give our children the ‘Wings to fly’. This means:

- The ability to live in and value a diverse society.
- Realising that there are no limits to your potential.
- Having the confidence to make informed choices and to think for yourself.
- Being aware of your own gifts and using them wisely.
- Playing a part in making the world a better place.
- Recognising and celebrating the good in everybody and everything.

Context

- St Margaret’s C of E Primary School is a primary school, serving children in the age range of 4-11 years.
- We deliver Religious Education (RE) in line with the Leicestershire Diocesan guidelines
- St Margaret’s C of E Primary School recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils.
- We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils’ spiritual, moral, social and cultural development.

- At St Margaret's we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at St Margaret's will meet legal requirements by:

- Its inclusion in the curriculum of all registered pupils.
- In primary school, this is a requirement for all pupils in Reception to Year 6.
- Reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- Teaching RE in accordance with the Leicestershire Diocesan guidelines.

Aims

Our aims of RE are that pupils will:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
- identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims are taken from A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).

Intent Statement for Religious Education

At St Margaret's CE Primary School, we believe that by the end of their time at school, all of our children will have the opportunity to study RE through different 'lenses' such as psychology, philosophy, sociology and theology to find out about people's differing worldviews. This will enable our children to find out about what different people believe and how this makes a difference to how they live.

Throughout their time at St Margaret's CE Primary School, our children will be given the opportunity to study a range of world religions and non-religious worldviews. As a school, we are committed to ensuring that our RE curriculum is based upon recent research. For this reason, our children will learn through the worldviews approach to RE. This will ensure that they will learn about diversity within the worldviews that they study.

All of our children will be given a range of opportunities to ask big questions about religion and belief, reflecting on their own ideas and ways of living. At St Margaret's CE Primary School, we believe that our RE curriculum should be challenging, exciting, thought provoking and interesting. We want to ensure that our children go out into the world understanding the differing views of the people that they will come into contact with.

Pupil Intent Statement

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

The Teaching of RE Content

The school's progression map for the teaching of RE can be found below, as a school we follow Understanding Christianity and use the locally agreed syllabus for Leicestershire.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: Where do we belong (C, H, M)	F2 Why is Christmas special to Christians? (Incarnation)	F1 Why is the word 'God' so important to Christians? (Creation & God)	F3 Why is Easter special to Christians? (Salvation)	F5 What places are special and why? (C, M)	
	F6 What times/stories are special and why? (C, M, J)					
Year 1	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians? (Incarnation)	1.6 Who is a Muslim and how do they live?	1.1 What do Christians believe God is like? (God)	1.10 What does it mean to belong to a faith community? (C, J, M, NR)	1.8 What makes places sacred to believers? (C, M)

Year 2	1.2 Who do Christians say made the world? (Creation)	1.7 Who is Jewish and how do they live?		1.4 What is the good news Christians believe Jesus brings? (Gospel)	1.5 Why does Easter matter to Christians? (Salvation)	How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 3	L2.1 What do Christians learn from the Creation story? (Creation)	L2.7 What do Hindus believe god is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.2 What is it like for someone to follow God? (People of God)	L2.12 How and why do people try to make the world a better place? (C, M, J, NR)
Year 4	L2.4 What kind of world did Jesus want? (Gospel)	L2.3 What is the 'Trinity' and why is it important for Christians? (incarnation & God)	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Salvation)	L2.11 How and why do people mark the Significant events of life? (G, H, NR)
Year 5	U2. What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to save people? (Salvation)	U2.6 For Christians, what kind of king was Jesus. (Kingdom of God)	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do'? (Gospel)	U2.11 Why do some people believe in God and some people not? (C, NR)
Year 6	Anti-Racist RE	U2.10 What matters most to Humanists and Christians? (C, M, J, NR)	U2.7 Why do Hindus want to be good?	U2.2 Creation and Science: conflicting or complimentary? (Creation)	U2.12 How does Faith help people when life gets hard? (C, H, NR)	

The Contribution RE makes to other areas of the curriculum

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. RE gives children the opportunities to discuss and reflect upon the big questions of meaning and truth such as the origins of the universe, life after death and beliefs about God. At St Margaret's CE Primary School we aim to ensure that our curriculum intent offers children the opportunities to find out about these areas with respect to different faiths and non-religious worldviews so that they are able to enter the world with a level of understanding of 'what makes me, me and you, you'.

Inclusion

Our whole school inclusion policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Pupils who are higher attaining in RE are given opportunities to demonstrate and develop their strengths. Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Visits and Visitors

Throughout their time at St Margaret's, our children visit a variety of places of worship in multi-cultural Leicester and the surrounding areas, which are in contrast to the demographics of Stoke Golding.

Through these opportunities, pupils learn to understand, respect and celebrate difference and diversity. This promotes, equality, respect and non-discrimination, as well as principles of diversity, unity and freedom of religion.

This means pupils will all have the opportunity to visit (as a minimum) the following places of worship during their time at St Margaret's;

EYFS	Anglican and Methodist church
Year 1	Visit from Nuneaton Muslim Society Anglican and Methodist church
Year 2	Leicester Hebrew Congregation Anglican and Methodist church
Year 3	Hindu Mandir in Leicester Anglican and Methodist church
Year 4	Zoom call with a Jewish faith practitioner Anglican and Methodist church
Year 5	Nuneaton Mosque Anglican and Methodist church
Year 6	Visit from Humanist UK Feed the Hungry (Christian Charity)

	YWAM (International Christian Community) Anglican and Methodist church
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Assessment and Recording of RE

In line with the school's policy for assessment, record keeping and reporting, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions as well as through pupil reflection. Each term, teachers are expected to provide the RE Leader with end of unit assessment data for each child's RE attainment; this is then fed into the school's main data system and is used by the RE Leader to track specific children/cohorts as well as overall school attainment in RE. An annual overall judgment is made by the class teacher as to whether the child is below the expected standard, at the expected standards or whether they are working at greater depth. The annual report to parents indicates the effort, progress and attainment made by pupils over the course of the year.

SMSC Group

An SMSC group of Governors will support the RE Coordinator to review and monitor developments within the subject. The group meets several times a year, also on occasions visiting the school to talk to the children about their learning in RE. A representative from the SMSC group will also interview groups of children as part of this. The children's responses will then be fed back to the RE lead and the full governing body through the SMSC group.

Staff Development

This takes place through staff meetings, INSET and planned CPD opportunities including attending diocesan events, training sessions and regularly includes all staff, including support staff. The school subscribes to NATRE and the RE lead runs two local RE Hub meetings. The RE lead oversees the RE provision throughout the school and feeds back information to the rest of the staff.

The Right to Withdrawal

Parents/carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of R.E. and discussion of this is vital before a decision to withdraw can be made.