

St John and St Nicolas Schools Federation

RE Policy

Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Curriculum Statement

Our federation is a journey for all of our children from the Early Years Foundation Stage to Year 6 and beyond. Our curriculum aim is for children's time with us to prepare them for life after our schools. Each child in our schools is recognised as an individual with their own ambitions, needs, skills and aspirations and it will be our schools' role to support and challenge each individual to achieve these.

Our curriculum will allow all children to develop the key skills of reading, writing and maths through a broad and balanced curriculum providing a wide range of experiences. Throughout our schools, we will promote equality and diversity and will provide every opportunity for children to develop resilience, confidence and enthusiasm, so becoming imaginative, creative and independent learners able to make informed decisions. Our rich curriculum, complemented by our nurturing approach will allow all our children to develop emotionally and spiritually.

We value all aspects of the school curriculum and will ensure our curriculum encompasses spiritual, moral, social, cultural, emotional and physical education.

How RE fits into our Federation Curriculum

The 1996 Education Act requires that R.E. should be taught to all pupils except for those withdrawn at the wish of their parents. St. John's and St. Nicolas promote a philosophy of inclusion and would hope that parents would expect their children to learn R.E. As Church of England Voluntary Aided schools, the governors, in consultation with the Executive Head teacher have decided, following advice from the Oxford diocese, to adopt the pan-Berkshire locally agreed syllabus 2018-2023 and follow this using 'Understanding Christianity' and supplementary guidance material that supports this syllabus.

The non-statutory 2013 National Curriculum Framework for RE states that pupils should:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

To achieve these aims, Religious Education provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human. RE plays an important role in preparing pupils for life in the modern world, and should enable them to flourish as citizens in a pluralistic, global society.

Curriculum Organisation and Content for RE

We aim that through the teaching of RE our pupils will:

- develop interest and opinions about simple concepts that are common to themselves and different religions.
- gain knowledge and understanding of concepts based around Christianity and other world religions.
- have a wide range of opportunities with religion which will help them form a view of the world that they can apply to their own experiences.
- develop their own beliefs and values.
- enhance their spiritual, moral, cultural and social development.
- develop respect and tolerance for other people's rights to hold different beliefs.
- develop a positive attitude towards living in a society of diverse religions.

The recommended allocation of time for RE is between 36 and 45 hours per year. With this in mind, RE is timetabled for approximately an hour a week.

By the end of Key Stage 2 (Year 6, age 11), pupils will have studied Christianity in every year group as well as Hinduism, Islam, Judaism and Sikhism.

Inclusion, Support and Challenge

Parents may withdraw their children for all or any part of RE. It is hoped that parents will feel comfortable with the nature and areas of learning in our syllabus and that, as a consequence, few will feel the need to withdraw from the subject.

Assessment

Each child has an RE book to record their learning. Assessment opportunities, to measure the attainment and progression of all pupils, occur regularly throughout the year. A system is in place to track pupils' progress across the enquiry questions. Consistency in judgements is supported through the use of exemplar statements and work samples. The RE Co-ordinator then uses this information to monitor and evaluate attainment and progress in RE and support future planning.

Monitoring

Subject monitoring is part of the whole school monitoring policy and monitoring and evaluation schedule. This includes to varying degrees monitoring of planning, book scrutiny, lesson observation, learning walks and pupil learning conversations. Some feedback is also

gained from teachers, pupils and parents. Results of this are fed back to governors and parents who will address areas for improvements through the SDP.