



85 Angell Road, Brixton, London, SW9 7HH T: 020 7274 4847 F: 020 7274 4971
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Headteacher: Mr Martin Clark
Deputy Heads: Mr Patrick Williams & Mrs Diane Canaku

Teaching and Learning – Religious Education Policy.

Mission Statement

“Learning to make the world a better place”

St John’s Angell Town Church of England provides a happy, secure and stimulating learning environment where Christian values are embraced by all.

We aim to achieve this through:

- Reflecting the teachings of Jesus Christ in our daily lives
- Providing a warm and welcoming environment for our school and the wider community
- Fostering a lasting love of learning
- Encouraging and celebrating achievement
- Expecting the highest standards of work and behaviour
- Effective teaching which develops independence and inspires creativity in a broad and balanced curriculum
- Addressing individual needs and diversity within an inclusive ethos

RE Statement

RE recognises that people have a spiritual dimension and looks for meaning, significance, purpose and destiny in their lives. RE presents them with opportunities to clarify religious beliefs and helps them to take personal responsibility for making informed choices.

Legal Requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988)

1. RE is part of the basic curriculum but not of the National Curriculum. It must be taught according to locally agreed syllabus prepared by a specially convened standing conference.





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2. RE must not be denominational but teaching about denominational differences is permitted.

3. RE must be provided for all registered pupils. (In the Foundation Stage this will be planned for through PSED and the RE syllabus for statutory school aged children).

4. The Educational Reform Act (1988) states that 'RE must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.'

Organisation of Subject

- R.E. is taught through **whole school and class** themes.
- The majority of the teaching is based on Christianity although Judaism, Islam, Hinduism, Sikhism and Buddhism are also taught.
- **Half termly themes are allocated to year groups in the SDBE (Southwark Diocese Board of Education) syllabus. Support materials can be found on the SDBE website.**

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Please see appendix 1 for curriculum map

Time Allocation

This averages 1hr per week across the Key Stages.

RE Displays

Displays will express St John`s Church School distinctiveness.

- In the classroom
- Reception area
- Corridors

All in line with the display policy.





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Resources

Resources in Classroom	Resources in Central Storage
<ul style="list-style-type: none"> Bibles... sets in classrooms 	<ul style="list-style-type: none"> Artefacts – Christian, Jewish, Islam, Hinduism, Sikhism and Buddhism – see subject leader. <p>Qur'an – Islamic holy book and stand in library (see instructions for dealing with the Qur'an)</p> <ul style="list-style-type: none"> Posters DVD's

Planning and Assessment

- The syllabus has been written by the Southwark Diocesan Board of Education.
- Each teacher has a copy of the syllabus for their class.
- The syllabus can also be accessed on the server (RE folder) and internet (<http://www.southwark.anglican.org/education/syllabus>)
- The Subject Leader keeps a complete copy of the syllabus.
- Weekly lessons will be planned for and copies given to the Subject Leader.
- Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the 'I can' statements of attainment.
- At this school, we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.
- As a staff, we have undertaken moderation exercises to ensure that we are familiar with the 'I can' statements and what they mean in the context of a pupil's work.
- School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained

Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.





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Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. Religious Education has two closely related aspects: Learning about Religion (AT 1) and Learning from Religion (AT 2) These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religion

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- respond to religious and moral issues in an informed and considered manner;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the question of meaning within religion.

Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- Beliefs and teachings - e.g. stories, religious leaders, books, God/gods, self sacrifice, truth, life after death;
- Religious practices and lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- Ways of expressing meaning - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- Human identity, personality and experience - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- Questions of meaning and purpose - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- Values and commitments - e.g. values, ethics, principles, rules, morality. The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.





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RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
4. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

Cross-Curricular Issues

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. Children's skills in speaking, listening and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Responsibilities

- The role of the Subject Leader is to develop and implement the policy.
- Support colleagues in the planning, assessment and record keeping.
- Monitor progress in R.E. and advise Head Teacher and Faith Group on...
 - Quality teaching and learning
 - Standards
 - Impact and effectiveness.
- Takes responsibility for the purchase and organisation of central resources for R.E.
- Keep up to date with developments in R.E. and disseminate information to colleagues as appropriate.
- Subject Leader liaises with Faith Group, including Incumbent of St. John the Evangelist Church, Angell Town.





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Monitoring

The Subject Leader will collect the R.E. books/Portfolios of all children on a termly basis to check coverage and assess the standard of R.E. being delivered across the key stages. The assessment of work recorded on the 'I can' statement sheets for each class will enable the Subject Leader to address issues arising and make suggestions relating to necessary change or adaptations.

Children will be surveyed annually to get their views on the quality of teaching and their enjoyment of the subject.

The Subject Leader will meet with the Governor responsible 3 times a year to feedback on all aspects of teaching and learning in RE.

Community Cohesion

R.E. makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote 3 shared values and to challenge racism and discrimination. Effective R.E. will promote community cohesion at each of the four levels outlined in DCSF guidance.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. R.E. subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

British Values are also taught.





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Appendix 1

Reception Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

RE	Special People	Why is Christmas Special for Christians? Festivals of Light	Why do Christians believe Jesus is special?	Easter Story	Who cares for this special world?	Who made the wonderful world?
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Year 1 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

RE	Christian Baptism & Marriage (6)	School's Saint Day (2) Nativity Characters (4)	What is it like to be a Jew ? (6)	Noah (2) Why is Easter the most important festival for Christians? (4)	What do Sikhs believe? (6)	What responsibility has God given people? (6)
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Educational Visits	Local area visits Brixton Market Church	Houses of Parliament	Toy Museum Visit to a synagogue	London Eye	Kew Gardens Visit Visit to Sikh Gudwara	Beach visit Broadstairs
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Year 2 **Autumn 1** **Autumn 2** **Spring 1** **Spring 2** **Summer 1** **Summer 2**

RE	What does The Lord's Prayer mean? (6)	Why are saints important? (2) Where is the light of Christmas? (4)	Why are they having a Jewish party? (6)	The 10 Commandments (2) How do Easter Symbols help us? (4)	What does it mean to be a Sikh? (6)	The Parables of Jesus (6)
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EDUCATIONAL VISITS	Museum of London Visit to Church	Croydon Airport Visitors centre	River Thames boat cruise Visit to a synagogue	Pizza express visit	Kew Gardens visit Visit to a Sikh Gudwara	London Eye visit Visits to local area
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Year 3 **Autumn 1** **Autumn 2** **Spring 1** **Spring 2** **Summer 1** **Summer 2**

RE	The Bible (6)	What makes a Christian? (2) How do Advent and the Epiphany show us what Christmas is REALLY about? (4)	People from the Old Testament (6)	Jesus' New Commandment and the 2 greatest commandments (2) Easter People – Who is the Most Important Person In the Easter Story? (4)	What is importance of symbols beliefs and teaching in Hinduism? (6)	What are the miracles of Jesus? (6)
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EDUCATIONAL VISITS	British Museum or Horniman Museum Visit to Southwark Cathedral	British Museum	Visit to pizza express Visit to secondary school to do cookery lesson	British Museum or Horniman museum	Visit to co partner secondary school to use resources Visit Hindu	Visit to beach eg Broadstairs
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					Temple	
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Year 4 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

RE	How has the Christian message survived? (6)	The contemporary Anglican Church (2) Jesus and the Gift of Peace. Is Peace the Most Important Message at Christmas? (4)	What does it mean to be Jewish? (6)	What do monastic traditions within Christianity show us about living in a community? (2) Holy Communion (4)	What does it mean to be a Hindu? (6)	Who is Jesus? (6)
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EDUCATIONAL VISITS	British Museum Visit to local church	Visit to water treatment plant or river field trip Visit to Southwark Cathedral	Visit to chocolate factory Ferndale road Brixton	Museum of London The Foundling museum London or in Kent Dickens' world	Science museum Visit to Hindu Temple	Kidszania
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Year 5 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

RE	Liturgy (6)	Remembrance (2) Christmas through Art & Music (4)	What does it mean to be a Muslim? (6)	Wisdom (2) What happens in churches at Easter? (4)	What is Buddhism? (6)	Understanding Faith (6)
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EDUCATIONAL VISITS	British Museum	Imperial War Museum	Pizza hut or visit to secondary school food tech dept	Science Museum	Trip to modern Park Rivers activity village	River visit or Kew Gardens visit Visit to Southwark
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			Visit to a Mosque			Cathedral
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Year 6 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

RE	The Journey of Life and Death (6)	What are Beatitudes and what do they mean for Christians? (2) How would Christians advertise Christmas? /What does Christmas mean today? (4)	What are the 5 Pillars of Islam and Why are they important for Muslims? (6)	Should every Christian go on a Pilgrimage? (2) Easter Hope (4)	What does it mean to be a Buddhist? (6)	Rules and Responsibilities (6)
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Educational Visits	British Museum	Recycling workshop to come into school	Tate modern Visit to Southwark Cathedral	Chocolate Museum at Ferndale Rd	Visit to Buddhist Temple	Visit to the Olympic stadium
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Agreed by Governors:

Signed: *Rev Rosemarie Mallett*

Designation: Chair of Governors

Next Review Autumn 2018

