



## Policy Header

<b>Policy Title</b>	<b>RE Policy</b>
<b>Version No</b>	<b>Three</b>
<b>Written / Adopted Date</b>	<b>School</b>
<b>Linked Policies</b>	<b>Curriculum Policy</b>
<b>Written By</b>	<b>School</b>
<b>Date shared with Staff</b>	<b>April 2019</b>
<b>Date Ratified by Governors</b>	<b>24/04/19</b>
<b>Review Date</b>	<b>April 2022</b>

*'Growing Together at the Heart of God's Community'*



**"Growing together at the heart of God's community"**



## **Religious Education Policy**

### **Trust Prayer:**

*We thank you, God of Love, for the gift of children,  
bless the work of our Trust, that in all we do  
young people may grow in wisdom and stature,  
and so come  
to know you,  
to love you  
and to serve you,  
as Jesus did.*

*We make our prayer in his name who is God  
with you and the Holy Spirit, now and for ever.*

### **Introduction**

RE is central to the purpose of Glazebury CE Primary school because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. Christian values are at the very heart of our ethos and they are the foundation and driving force of all that we do as a school. Whilst each half-term, we focus on a different Christian value, we have adopted 13 core values that represent our vision and mission. These are:

***Friendship, Love, Peace, Truthfulness, Humility, Compassion, Wisdom, Trust, Hope, Forgiveness, Creation and Justice***

Within our whole school curriculum, it is considered a core subject and is intrinsically linked with the teaching of our Christian Values.

RE enables our children to explore how individuals and communities find meaning and make sense of their lives through the major religions of the world. It supports them in knowing about, understanding and responding to the important and ultimate questions in life. RE is taught in a way that inspires children to explore, develop and affirm their own faith, beliefs and values, as well as developing an attitude of respect for the faith, beliefs and value systems of others.

Although Religious Education and Collective Worship compliment and enrich each other, they are distinctive and managed separately within our school.

### **Aims**

The aims of Religious Education in Church Schools are:

- To enable pupils to know about and understand Christianity as a living and diverse 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.

### **RE Statement of Entitlement: The Church of England Education Office 2016**

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Enquire about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and support what it means to be human.
- Develop knowledge and understanding of Christianity and other major world religions and value systems, fostering personal reflection and spiritual development.
- Develop an understanding of religious traditions and appreciation of the cultural differences in Britain today.
- Develop an understanding of what it means to be committed to a religious tradition. Explore their own beliefs (whether religious or non-religious) in the light of what they learn.
- Reflect on their own experiences and develop a personal response to the fundamental questions of life.
- Develop investigative and research skills to enable children to make reasoned judgements about religious issues.
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- Explore the experience of the Church year through visits and links to local Churches.
- Develop a sense of 'awe and wonder' and mystery.
- Explore the concept of love, forgiveness and sacrifice.
- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Be supported in their own search for meaning and purpose in life.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.

Religious Education has a significant contribution to make to the achievement of other curriculum aims including:

### **Spiritual, Moral, Social and Cultural development**

- Spiritual development within RE in our Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.
- Moral development is based on the teachings of Jesus Christ, and the adoption of Christian Values, which offer pupils a secure foundation on which to make decisions and build their lives.
- Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.
- Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people

### **Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps them become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value love and wisdom, where children are encouraged to flourish, reaching their full potential whilst recognising their own self-worth,

### **Community cohesion**

RE makes an important contribution to our school's community cohesion. It provides a key context to develop our pupils' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

- The school community – exploring and celebrating the diversity of cultures, beliefs and values found in our locality.
- The local community – we can forge links with different groups in the local area.
- The United Kingdom community – we can study the diversity of religion and belief in the United Kingdom and how this influences national life.
- The global community – we study matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to a positive and inclusive school ethos that champions democratic values and human rights.

## **British Values**

The British Values as defined by the DFE guidance (Nov 2014) are democracy, the rule of law, individual liberty, tolerance and mutual respect. At Glazebury C of E Primary School these are already actively promoted as part of our Christian Values teaching, mapped out in our whole school curriculum and embedded in our day to day school life and routines. Using the resource 'Picture News', opportunities to explore these Values are further developed.

RE at Glazebury should enable:

- Children and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- Children to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- Children from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Children from other faith backgrounds to understand and be encouraged in their faith;
- Children with no religious background to be given an insight into what it means to be a person of faith;
- Children of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

## **The Curriculum**

To enable us to deliver RE successfully, we plan our Religious Education curriculum in accordance with the Liverpool Diocesan recommendations, adopting the Blackburn Diocesan board of Education Syllabus for RE, which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. We combine this curriculum with materials taken from the Understanding Christianity planning units and resources.

The school's long-term plan for RE can be accessed on the school website under the Curriculum/Curriculum by our mixed classes. Paper copies can be provided upon request.

## **Content/Time allocation for RE**

In accordance with the RE Statement of Entitlement (2016) we devote a minimum of 5% dedicated curriculum time to the delivery of RE and specific RE objectives. Christianity is the majority study making up 80% of the time available. The remaining 20% is focused towards the teaching of other major world faiths.

Our curriculum is delivered through dedicated subject time on the weekly timetable. Additionally we provide further opportunities for RE teaching and learning through:

- A whole school World Faith event focusing each class on a different religion (including Christianity).
- Extended learning about specific aspects of other faiths through RE teaching.
- Learning about the personal faiths of pupils within the class.
- Learning about Religious festivals and traditions belonging to all faiths covered.

### **Teaching and Learning**

RE is taught by individual class teachers. They are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring that these compliment and reflect the overall aims and philosophy of the school. Through the curriculum plans and teaching units we aim to challenge and encourage the children to develop enquiring minds using creative and distinctive teaching and learning opportunities, which include:

- the use of art, music and drama
- discussion
- the development of thinking skills
- the use of artefacts
- pictures and stories
- a range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship
- periods of stillness and reflection

There are also opportunities to visit places of worship and meet religious leaders. Religious Education can provide an opportunity for children to develop their information technology skills. The children work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others.

Children will have the opportunity to learn how to:

- Ask appropriate questions
- Reflect upon their own and others' experience
- Talk about questions and issues about religion and life which are found puzzling.
- Gather, select and organise information about beliefs, practices, behaviour and human life experiences
- Communicate the outcomes of their enquiries in a variety of ways

## **Resources**

A selection of reference materials for RE is available – no one resource alone is used. Resources for Religious Education include teacher resource books, religious art work, artefacts, music, photographs ICT material and CD ROMS. These resources are regularly updated according to changing needs. Additionally, the Understanding Christianity resources are available online plus the 'big frieze'.

## **Assessment and Recording**

Children are regularly provided with feedback in their books through marking. Use of 'pinks' and 'greens for growth' are taken in to account when writing reflective questions as part of the marking in RE books. This encourages the children to think at a deeper level and try to apply what they have learned from religion to their own lives. It also supports by addressing misconceptions in relation to their knowledge and skills in RE.

Assessment is also built into each unit of work. The children have topic feedback at the end of each unit showing their knowledge and understanding of the concepts covered. This supports the topic 'Big Picture' at the beginning and the prior learning/ mind map displayed. At the end of the unit, a class assessment grid will be completed tracking the progress of the majority of the children in relation to unit objectives. Progress in RE will form part of pupils' annual report to parents.

## **Inclusion**

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly.

It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy, the school undertakes the procedures recommended by the Special Educational Needs Code of practice.

## **Equal Opportunities**

All pupils will have access to the Religious Education curriculum and treated equally regardless of ability, gender, race cultural background or any physical or sensory disability. It is the responsibility of staff to promote good practice in equal opportunities and ensure that, when identifying a special need, it is an educational one and not one of language or physical difficulty.

## **Legal Framework**

As a voluntary aided CE school, the Glazebury Syllabus for RE is our statutory document for the teaching of RE. Parents have a legal right to withdraw their



children from religious education lessons, but as RE is central to the life and identity of Glazebury CE Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

### **Subject Leadership**

- The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
- The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
- The RE subject leader will regularly monitor the quality of RE teaching across the school.
- The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
- The RE subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

### **Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE lead and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.