



Brindle St James' CE Primary School

Religious Education Policy

September 2023

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

We are

A school family rooted in God's love

This is grounded within the connect of the Bible from Ephesians 3:17: *And that Christ may dwell in your hearts through faith, as you are being rooted and grounded in God's love.*

As a school we have 5 key values we wish for our children to develop which are:

Generosity

Independence

Gratitude

Friendship

Love

Religious education plays a major part in promoting the Christian aims, values and ethos of the school as expressed in our vision and Biblical text. At Brindle St James' CE Primary School, the management of Religious Education is a distinctive role of the governors and headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. Religious Education lies at the very heart of our curriculum. Make a clear statement in your policy regarding the content of and time allocation for RE.

Syllabus and Time Allocations

The Governors of Brindle St James' CE Primary School have adopted the Blackburn Diocesan Board of Education Syllabus for RE called Questful RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019. Approximately 5% of curriculum time will be devoted to RE. This time will be divided between the teaching of Christianity (80%) and two other world faiths (20%). The other faiths include Islam, Judasim, Sikhism, Buddhism & Hinduism. The relationship between RE and Collective Worship complement each other but the two areas will remain distinct.

Brindle St James' Church of England Primary school has close links with the local parish church of St James and the church building. Clergy and congregation are involved in the teaching of the RE Syllabus where appropriate.

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse.

Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews.

There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures.

RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Aims and outcomes

The **aims** of Religious Education at Brindle St James' are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

At the end of their Church school journey our **expectation** is that all pupils are religiously literate and, as a 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.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education at Brindle St James' will **help** pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.
- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education at Brindle St James' will **enable**:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;

- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Emphasise the significant contribution RE makes to pupils' Spiritual, Moral Social and Cultural development.

Equal Opportunities

We incorporate religious education into a wide range of cross-curricular subjects and seek to take advantage of the many multi-cultural aspects of religious education e.g. studying a range of Jewish and Islamic festivals. All children have equal access to the curriculum regardless of their race, gender, intellectual and physical ability. Class management will take account of such issues, and materials free from bias will be positively sought.

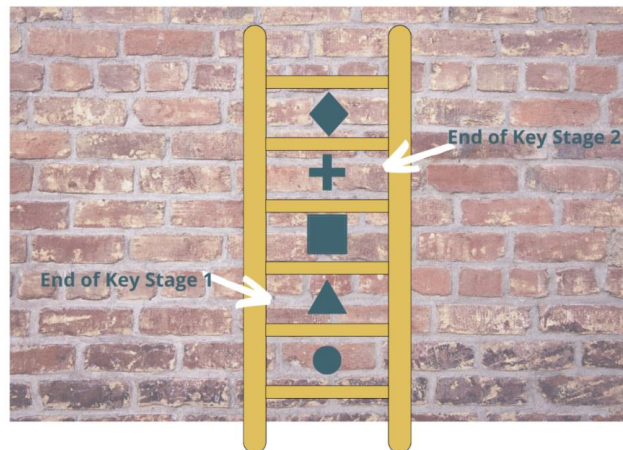
Pupils with both special educational needs and gifted and talented children have the same entitlements as all other pupils and are offered the same curriculum. Children with SEN are taught within religious education lessons and are encouraged to take part when and where possible. Where applicable children's IEPs incorporate suitable objectives from the scheme of work and teachers keep these objectives in mind when planning work. When additional support staff are available to support groups/individual children they work collaboratively with the class teacher. Teaching and learning is differentiated through a variety of ways including:

- stepped activities which become more difficult and demanding but cater for the less able in the early steps
- common tasks which are open ended activities where differentiation is by outcome
- resourcing which provides a variety of resources depending on abilities e.g. word walls, artefacts
- groupings according to ability so that groups can be given different tasks when appropriate.

Assessment

As recommended by our Questful RE scheme, we use a ladder of expectation and achievement intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. The ladder is also used to make judgements about the level of individual pupils' achievement.

Teachers set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. A recording sheet is used which has been designed to be used a minimum of once each term. These are collected and monitored by the subject coordinator.



At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.
At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. These charts can be filled in with a positive tick or a thoughtful cross. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.

Parental Rights for a child to be withdrawn from RE lessons

Should parents have any questions or concerns regarding the school's RE syllabus and lessons, they are encouraged to discuss this with the class teacher, RE coordinator or headteacher. The Worship and Religious Education provided by the school is in accordance with the Church of England Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

Key people

RE coordinator: Tracy Austin
Headteacher : Tracy Austin
Link governor for RE: Rev Jon Price