



Downholland Haskayne CE Voluntary Aided School Religious Education Policy

MISSION STATEMENT

Our mission is to provide high-quality education in our traditional school underpinned with solid Christian values 'Let Your Light Shine with Joy at Haskayne.'

Our J.O.Y Team (Jesus, Others, Yourself) consists of representatives from each class from Year 1 to Year 6. Their job is to help to lead and promote Christian values throughout our school.

We promote high aspirations for our wonderful children and community, believing that in working together: children, teachers, parents, governors and the church, we can be successful in achieving the very best outcomes or even a little bit better!

Our Vision and Values

Let Your Light Shine with Joy!

Our vision is deeply rooted in the teachings of Matthew (5:16) 'Let your light so shine before men, that they may see your good works and glorify your Father in heaven.'

Jesus said that we (His disciples) are the light of the world. We must not hide that light under a bushel. Our curriculum is continuously evolving and adapting to ensure that every individual has the chance to develop their talents and let them shine. At the heart of our school community is a commitment to prayer and worship, which also helps us build our relationship with God as Father, Son, and Holy Spirit. At Haskayne, we aim to let our lights shine brightly by living and working with our vision through our 'LIGHTS' values:

Love  Inclusion  Guidance  Hope  Trust  Service 

ETHOS STATEMENT

Recognising its historic foundation, Downholland Haskayne CE School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian beliefs and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and

well-organized collective worship, through the example of Christian teachers, and through the quality of RE teaching.

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.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Downholland Haskayne CE Voluntary Aided School

The spiritual moral social and cultural development of our children underpins all aspects of our school life.

Legal Requirements

As Downholland Haskayne Church of England School is a Voluntary Aided School the management of Religious Education is a distinctive role of the governors and the headteacher. Religious Education is provided in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The governing body as a whole is responsible for determining the nature of the Religious Education provided in the school. This is delegated to the Headteacher and the Religious Education subject leader/coordinator (Headteacher) on a daily basis.

At Downholland Haskayne School we follow the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE statement from the Church of England Education Office 2016.

At Downholland Haskayne School the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.

Aims

The aims of teaching Religious Education in school are:

- To enable pupils to know about and understand Christianity as a living 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.
- To recognise and respect those of all faiths in their search for God.
- Enrich their own faith through examples of holy living in other traditions

By the time our pupils leave school in year 6 it is expected that they are religiously literate and are able to:

- Give a theological 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 other 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 in Church Schools should also help pupils to:

- learn about other 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.

Curriculum

Our Religious Education is based on the Christian faith with the introduction of at least one other major world religion eg. Judaism - at Key Stage 1 and then the study of Judaism, Hinduism and Islam at Key Stage 2. Other faiths may also be studied within cross curricula topics or current/cultural events

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to 50 minutes per week totalling 39 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 $\frac{1}{4}$ hours per week totalling 45 hours over the year. At Downholland Haskayne School staff ensure coverage by block planning units of work for each term.

Principles

Religious Education in Church Schools should help pupils to:

- 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 other 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 in Church Schools should 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 other 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.

We aim through our teaching to provide a course of Religious Education within the framework of the Blackburn Diocesan Board of Education Syllabus appropriate to the educational needs of the children in our school, at their different stages of development.

- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

The children's entitlement is based upon the Blackburn Diocese Syllabus and programmes of study which has two attainment targets.

A.T.1 Learning about Religion

...to gain knowledge and understanding of the beliefs and practices of Christianity in particular and world religions in general.

A.T.2 Learning from Religion

.....developing the capacity and skill to respond thoughtfully to and evaluate what they learn about religions.

At Key Stage two it will be planned over a four year rolling programme to ensure coverage and continuity. Lessons will be differentiated and personalised according to age, ability and maturity. At Key Stage One programmes of study will be planned over two years with Reception receiving appropriately differentiated materials and approach and linked to the Early Learning Goals.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in Key Stage 1 it may be more appropriate to extend some areas of the Religious Study programme into a general topic with a thematic approach.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in school

Implementation

- Religious Education will be taught throughout the school by the class teacher / RE co-ordinator and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local (and further afield) places of worship is expected

A variety of teaching approaches are encouraged including

- Teacher presentations, role play and story telling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Photographs, pictures and maps
- I.C.T, television, video, film, tape, CD, radio and PCs to research and communicate ideas.

Progression will be planned for, monitored and evaluated. Religious Education may be integrated with other subjects as appropriate for example ICT, Literacy, History, SEAL and PSCH.

- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- INSET will be included with the Strategic School Improvement Plan and Performance Management

Special Educational Needs.

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities and adult support as appropriate I.E.P's and I.B.P's may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

(See separate SEND policy)

Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others. **(See separate Equal opportunities school policy)**

Health and Safety

Teachers have access to copy of the School Health and Safety Policy. Located in the staffroom is the Educational Visits Folder for reference to risk assessment and guidance notes. The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

Resources are stored in the new resource area. Religious Education Resource boxes (appropriately labelled) containing artefacts and other topic materials are currently stored in the resource area.

Planning, Assessment, Reporting and Record Keeping

- In order to show progress towards the end of Key Stage levels the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator, Mrs Joanne Gibson.
- Records are kept by the class teacher, and monitored by the Headteacher/ Religious Education Coordinator. Samples of work are kept by the Religious Education Coordinator.
- Summative reports to parents will be made at the end of the year.
- **Long Term Planning** is informed by Diocese of Blackburn Religious Education Guidelines and Schemes of Work
- Staffs notate and divide the units of work from the **medium term planning** so that it informs the **short term planning**.

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation.
- The coordinator/RE subject leader (the Headteacher) will monitor Long Term and Medium Term plans.

- The coordinator will keep a file of examples of work to demonstrate continuity and progression.
- The coordinator will manage resources.
- The coordinator will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will facilitate the sharing of good practice.
- The coordinator will be responsible for drawing up an action plan for Religious Education

Withdrawals

The worship and Religious Education provided by the school is in accordance with the Church of England. 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 removal of pupils from Worship and/or Religious Education cannot insulate them from the religious life of the school.

Parents are legally entitled to withdraw their child from Religious Education and a request for withdraw should be discussed with the headteacher. Parents may request the Governing board to provide Religious Education for their children according to the locally agreed syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where religious education is provided according to locally agreed syllabus and the governing boards should make provisions unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the agreed syllabus, the responsibility for doing so then falls on the Local Authority.

This policy was reviewed: October 2021

Next review date: October 2024

Headteacher: Mrs Nicky Hains

RE Co-ordinator: Mrs Joanne Gibson