

Great Marsden St. Johns Primary – A Church of England Academy.



RE Policy

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

Our Values

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

This policy should be read in collaboration with the RE Curriculum Statement and Statement of Entitlement. These can be found on the RE pages of the school website.

In this Church of England Primary Academy the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed. The Local Governing Body and Headteacher are responsible for determining the nature of the RE provided at this school.

RE plays a major part in promoting the Christian aims, values and ethos of the school as expressed in the mission statement. The school will adopt the R.E syllabus provided by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church which reflects the National Framework for RE.

The school will allocate a minimum of 5% of teaching time to the teaching of RE.

The majority of RE teaching time will be devoted to the teaching of Christianity. The remaining time will be devoted to the teaching of other faiths.

Christianity 80%

Other World Faiths 20%

The other 5 major World Faiths will be taught – Buddhism, Hinduism, Islam, Judaism and Sikhism.

Although RE and Collective Worship naturally complement each other, they will be managed separately.

Our school is linked with the church of St John's, Nelson. The Rev Hilliard leads worship in school on a weekly basis and we all visit Church several times a year. The Church acts as a community hub. We use the Church's community rooms to host meetings with outside agencies which we work with to support our children.

Aims

The Questful syllabus we use has recently been updated and redesigned, bringing it in line with current best practice and pedagogical strategies. By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. Through an open, investigative enquiry approach the pupils will be given the sense of being on a quest of discovery and give pupils the opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. Through RE teaching, we aim to equip children to encounter life's experiences.

The aims of Religious Education in our Church Schools 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.

Appropriate to age at the end of their education the expectation is that all pupils are religiously literate and, as a minimum, 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.

We believe that RE in our school should help pupils to:

- think theologically and explore the great questions of life and death, meaning and purpose
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and postmodern society
- develop the skills to handle the Bible text
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world
- respond in terms of beliefs, commitments and ways of living
- 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 them in difficult circumstances and in the face of opposition.

It should foster attitudes of;

- self-awareness
- respect
- open-mindedness
- appreciation
- wonder

and feed directly into our curriculum vision by encouraging;

- investigation
- expression
- interpretation
- reflection
- empathy
- application
- discernment
- analysis
- synthesis (making links)
- and evaluation.

We strive to ensure that the RE Policy reflects that RE should equip pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for the great World Faiths is fostered in RE within our school. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

Therefore RE at Great Marsden 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
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

We understand that our children are growing up in a culturally and faith diverse world and therefore aim to prepare them accordingly.

RE makes a significant contribution to pupils’ Spiritual, Moral Social and Cultural development.

Spiritual development within RE in our 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, which offer pupils a secure foundation stone 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.

RE also allows the promotion of British Values, which are integral to school life. The values of Respect, Tolerance and Individual Liberty are essential to effective RE teaching and discussion..

Right of Withdrawal

The parental right to withdraw a child from receiving RE should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.

There will be occasions when spontaneous enquiries made by pupils on religious matters arise in other areas of the curriculum. Circumstances will vary, but responses to such enquiries are unlikely to constitute RE within the meaning of the legislation and a parent would not be able to insist on a child being withdrawn every time issues relating to religion and spiritual values were raised.

Experience suggests that, to avoid misunderstanding, a Headteacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:

- the religious issues about which the parents would object to his or her child being taught;
- the practical implications of withdrawal;

- the circumstances in which the school can reasonably be expected to accommodate parental wishes; and
- whether the parent will require any advanced notice of such RE and, if so, how much.

A school continues to be responsible for the supervision of any child withdrawn by its parent from collective worship.

Content

The school will follow the content set out by the Diocesan syllabus, tailored to meet the specific dynamic of our children. An overview of which can be found on the school website <https://stjohnselson.co.uk/classes-curriculum/ourcurriculum/religious-education> alongside the RE Curriculum Statement and Statement of Entitlement.

Methodology

The method of teaching RE will vary according to subject content, the pupils, the teacher and the resources available. A variety of teaching methods, ranging from class teaching to informal role-play, will be used to stimulate interest and enhance enjoyment.

Pupils should be encouraged to take responsibility for their own learning and be taught how to transfer methods and skills learnt in other subjects. To support this, RE lessons are structured in a way that promotes retention of information by ensuring that learning is built on previously developed foundations. More information about the structure of lessons can be found with the RE Curriculum Statement on the website <https://stjohnselson.co.uk/classes-curriculum/ourcurriculum/religious-education>.

When appropriate children will benefit from visits to the church with which we are linked. Church visits will be made as a school to celebrate Christmas, Easter, and the end of the school year. Class visits may be made at any time during the year.

Assessment

Assessment for learning is on-going and is carried out by the class teacher through interaction with the pupils. This is achieved through class, group and individual discussion and through the marking of children's work. Classes are to keep Floor Books to record informal and practical work whilst children in Y1 - 6 will also have individual books to record more formal learning.

RE units for Christmas, Easter and Summer term 2 must be assessed formally via self-assessment completed by all children in Years 1-6 which will inform a teacher assessment, available on the staff shared drive, should be completed and saved onto the teacher staff shared drive.

At the end of the academic year a comment will be made on each pupil's report, that will then be sent to parents and which can be discussed at the summer parent's evening.

The subject leader will monitor RE throughout the year, according to the management timetable and evidence of this will be kept in the RE subject leader file.

Further information regarding how assessment supports our RE curriculum can be found within the RE curriculum statement on the website <https://stjohnselson.co.uk/classes-curriculum/ourcurriculum/religious-education>.

Inclusion

All pupils irrespective of race, gender or ability will have equal access to the Religious Education Curriculum. There is a clear expectation that as an inclusive, church school community that we encourage learning about other religions and world views, fostering respect for them. We follow guidelines outlined by The Church of England Education Office (2019). Within our lessons, we ensure pupils with Special Educational Needs have the resources they need to engage with RE in a developmentally appropriate way. For example, by using a range of high quality bibles and supporting explanations with practical hands-on experiences. Activities suggested within the syllabus are adapted to ensure they do not provide a barrier for participation. We also aim to challenge and stretch those who are identified as gifted and talented. The structure of the syllabus we follow allows opportunities for pupils to reach higher levels of achievement.

Resources

Resources to support RE teaching are stored in a central location. The RE resources are kept in the right hand store cupboard along the Infant corridor. Resources are kept in an organised fashion and are added to when needed. The Key Stage 2 library also has a wide variety of quality texts that can be used to support RE teaching. The RE subject leader is responsible for the ordering of new resources as needed.

Policy Implementation: October 2022

Written by: Katie Jefferies (RE Subject Leader)

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