



INSKIP ST PETER'S C of E PRIMARY SCHOOL

**Learning, Loving and Living with Jesus**

## **RELIGIOUS EDUCATION POLICY**

**September 2015**

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

### **1 STATEMENT**

All that is achieved in Religious Education is influenced by our mission statement which states that in everything we do at St Peter's we are Learning, Loving and Living with Jesus.

Our children are made aware, through sensitive teaching, of the culture and religions of others. This broadens their understanding and does not confine them to a narrow and insular world. In a Voluntary Aided School the management of Religious Education is a distinctive role of the governors and Headteacher. R.E. has to be 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 Religious Education provided in its school.

### **2 AIMS**

- To support the mission statement of the school in communicating an understanding of the redeeming love of Jesus Christ.
- To help to develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture along with their shared human experience and to respond to this.
- To know the place and significance of Christianity and other religions in the contemporary world with emphasis on Christian beliefs and practices.
- To engage in thoughtful dialogue with other faiths and traditions.
- To think theologically and explore the great questions of life, death, meaning and purpose.
- To develop the skills to handle the Bible text.
- To 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.



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- To understand how religious faith can sustain them in difficult circumstances and in the face of opposition.
- To become active citizens, serving their neighbour.

### 3 ORGANISATION

RE in St Peter's Church of England school lies at the very heart of the curriculum. The school has adopted the Blackburn Diocesan Religious Education Syllabus, which reflects the National Framework for RE, as the basis of all that is taught throughout the school. This is implemented through class, group and individual teaching methods taking account of the prior attainment of each child.

There are very strong links with St Peter's Church and the Vicar Revd. Calvin Howard conducts morning worship once a week with the whole school and also a Tuesday afternoon service in Church which the whole school, parents, friends and community attend. We have close links with Inskip Baptist Church through Revd. David Earnshaw their Pastor who conducts whole school Worship on a fortnightly basis. Whole school worship is held four times a week with separate class worships on a Wednesday.

The school as a family attends St. Peter's Church on several occasions throughout the year for Sunday morning worships. Individual classes lead morning worship in school from time to time. In-class worship also takes place at appropriate times throughout the year.

Although RE and Collective Worship naturally compliment and enrich one another, they are, and should, be managed separately.

The Governors have adopted the Blackburn Diocesan Board of Education Syllabus for R.E. which reflects the National Framework for R.E.

**The RE curriculum maintains a balanced approach of AT1 (Learning about Religion) and AT2 (Learning from Religion)**

### 4 LEARNING ABOUT RELIGION

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.



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#### 5 LEARNING FROM RELIGION

We learn from;

- an empathetic response to the Christian faith and a critical engagement with it
- responding personally to the transforming power of Jesus Christ
- developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm
- understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement
- examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

#### 6 EQUIPPING PUPILS TO RECOGNISE THE COMMON SEARCH OF ALL HUMANITY FOR ULTIMATE TRUTH AND RELATIONSHIP WITH THE DIVINE

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

#### 7 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development within RE in a 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, 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.



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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.

#### **8 SEN**

Special Educational Needs pupils are catered for by class teachers providing work appropriate for each child and tailored to his/her needs.

#### **9 GIFTED AND TALENTED**

Pupils will be identified as gifted and /or talented and given the opportunity to experience a mixture of acceleration, enrichment and extension activities within lessons.

#### **10 ASSESSMENT, TARGET SETTING, EVALUATION, RECORD KEEPING AND REPORTING**

##### **Assessment**

This is done by the class teacher through: discussion, questioning, observation, marking written work, testing and achieving targets throughout both Key Stages. It is used to help with future planning. Three times a year the teacher assesses each pupil and records their achievements in order to confirm professional judgement. These results are fed into end of year reports and parents' evenings. They are also used as a guide to completing the RE assessment section in the pupil's profile at the end of the year. Teachers level the tasks they set according to the new 8-Level scale of assessment for RE and assess what the children can do using the 'I can...' statements for each unit of work covered in the class.

##### **Targets**

Children's work is marked using comments that will further develop RE knowledge and skills.

##### **Recording**

Evaluation of teacher and pupil performance is undertaken by the teacher following each lesson. This is recorded on the planning sheets and through this improving the planning for the following lesson.

##### **Reporting**

Half- year / yearly reports are made by each teacher.

Written reports are given to parents during the summer term. Copies of these are kept in the Reporting Filing cabinet within each pupil's profile.

Three verbal reports are given at Parents' Evenings.



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#### 11 MONITORING AND EVALUATION

See the whole school self – evaluation policy. Also see 'Process of RE Assessment in school using the BDBE syllabus' cycle sheet.

#### 12 SCHOOL IMPROVEMENT PLAN

An action plan is prepared annually for the School Improvement Plan including finance from the budget. Feedback from each year's SIP is given to the Governors in written form.

#### 13 RACE EQUALITY AND EQUAL OPPORTUNITIES STATEMENT

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

*Our race equality policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognize our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will fulfil its commitment to race equality by:*

- *Valuing diversity and by actively promoting good inter-personal and community relationships.*
- *Promoting an atmosphere of mutual respect and trust among all members of the school community.*
- *Ensuring that all staff, pupils and parents are treated with respect and dignity.*

#### 14 ROLE OF THE CO-ORDINATOR

1. To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
2. To advise and encourage the staff in planning, revising and assessment and to keep them abreast of new developments through INSET activities, both in-house and county run courses.
3. To keep personally up to date with current issues through INSET opportunities.
4. To monitor and maintain resources.
5. To liaise with the Governor appointed to oversee RE.



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6. To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.
7. To liaise with the Art Co-ordinator and Worship Co-ordinator on RE displays at the school entrance and in the school hall.

## 15 RESOURCES

### Time

Approximately one hour per week is set aside specifically for the teaching of RE. Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam and other faiths. However, RE is not solely confined to one lesson, rather, it permeates throughout the school with opportunities arising in other areas of the curriculum.

### Finance

Curriculum planning is part of the SDP and funds are allocated each year, according to need, to the RE curriculum from the delegated school budget.

### Books and Equipment

Blackburn Diocesan Syllabus - each teacher has a copy of the units of work they teach.

Blackburn Diocesan Syllabus new syllabus CD-ROMs staff room.

Bibles – in each classroom, library, hall, reception corridor.

Videos/DVDS - are kept in the central resource room.

Reference books for staff - in the staffroom.

Pictures and posters - in the staff room.

Books for children - in the library.

CD ROM - in the staff room.

Festival resources – in the staff room.

Other Religion resources – staff room and library.

Many people in the parish, and also outside of it are also a valuable resource of use to all classes, sharing their experiences of Christian belief and life.

### Bible Area and Display

Teachers allocate an area in their classroom as a Bible Corner/Area (or with similar title). The purpose of the Bible Area is to develop children's awareness of the Bible and to provide opportunity for children to interact with Bible verses, characters and stories and to provide prayer stimuli. It also provides a sacred space that can be used as a focus for prayer and silent reflection. In Key Stage two, children should be encouraged to ask questions about Bible issues with which they are not yet familiar.



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Class teachers do their own displays linked to their RE units of work, ensuring the Key Questions for the unit of work are incorporated into the display. .

#### **16 EXTRA-CURRICULAR ACTIVITIES**

JAM Club – Jesus and Me takes place once a week during lunch time. The purpose of JAM Club is to develop children's awareness and understanding of Christianity, and to continue to support the mission statement of the school in communicating an understanding of the redeeming love of Jesus Christ. This is achieved through a range of various different activities such as, Bible stories, prayer, associated art and craft activities, songs, and discussions. This is taught by Miss Leyland.

#### **17 RIGHTS OF WITHDRAWAL IN A VOLUNTARY AIDED SCHOOL**

Parents may withdraw their children from Religious Education as they may in any school and this opportunity is described in the school brochure. It emphasises that, '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 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.'

If such a request for withdrawal is made, Miss Leyland will explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

#### **Date for Policy Review**

Policy to be reviewed with reference to:

- National Curriculum updates
- In two years
- After inspection