



Read St. John's Religious Education Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

Intent

At Read St. John's, religious education enables pupils to explore and enrich their own beliefs and values and to express their ideas and thoughts in a safe and respectful environment. Pupils learn about and understand Christianity as a living faith and reflect and respond personally to the stories and teachings of Jesus. Pupils will have knowledge and understanding of other world religions and cultures enabling them to develop understanding and empathy of how others live. As a school we believe the following four attitudes are essential for good learning and should be developed throughout our teaching of religious education: • **self-awareness.** • **respect for all.** • **open-mindedness.** • **appreciation and wonder.**

Our values permeate throughout all our teaching and learning in all areas of the curriculum. These are:

Service
Respect
Compassion
Perseverance
Forgiveness
Responsibility
Trust

Religious Education at Read St. John's C of E Primary School lies at the very heart of the curriculum:

- The Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and meets the RE Statement of Entitlement from the Church of England Education Office 2016;
- At least 5% of curriculum time is devoted to RE;
- Christianity plays a central role in RE, in at least two thirds of the curriculum Christianity is taught;
- RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.

RE is taught in line with our mission statement.

Aims:

The aims of Religious Education at Read St John's Church of England 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.

By the end of Key Stage Two at Read St John's 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 other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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 Read St John's helps 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.
 - 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 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 at Read St. John's enables:

- 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 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.

The Religious Education Curriculum at Read St. John's C of E Primary School includes:

- opportunities to explore the experience of the Church's year;
 - study of the story of the local Christian community with its saints and martyrs;
 - visits to places of worship, especially our own parish church to develop the understanding of the Church as a living community;
 - welcoming visitors from the local parish to share their experience of Christian belief and life;
 - liaison with the local parish to enable these visits and links to occur;
 - skills to confidently use religious language to express knowledge and opinions;
- Bibles examples of Bibles and prayer books from a variety of contexts;
 the facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions;
 access to Christian artefacts that are used with care, respect and confidence;
 a sacred space that can be used as a focus for prayer and silent reflection;

Implementation

At Read we follow the Blackburn Diocesan Board of Education RE syllabus 2017 in conjunction with the a range of resources, many linked to NATRE.

RE is taught in half termly units in a combination of religion based and thematic topics. Cross curricular links are strongly encouraged and opportunities for developing other areas of the curriculum are planned in.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with our church and community. All children visit the church for services at least once a term and are involved in Harvest festivals, Christmas celebrations and also Easter services. Children from different classes visit the church to reinforce the units of work involving church and ceremonies.

Eg, Year 1 re-enact a baptism in the church and are encouraged to discuss their personal feelings and experiences.

Visits to Cathedrals and other places of worship include Mosques, Jewish temples and Sikh Gurjwara.

We invite young people from PAIS project to take whole school assemblies which has been very successful over the years. The children are given opportunities in class to ask questions and explore the answers given by the PAIS team members and from our school Reverend from St. John's church.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible links are made between Religious Education and other curriculum areas,

Impact

Spiritual, Moral, Social and cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons and our collective worship programme children are invited to reflect upon their personal responses to issues, consider other people's responses and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by the faith groups to questions of meaning, purpose and problems within our society and their own experience.

Religious Education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Spiritual development within RE 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.

Assessment and recording

The assessment and expectations of RE in this syllabus are based on the 'Ladder of Expectation and Achievement'. The ladder uses symbols to indicate expected level of achievement. The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder is also used to make judgements about the level of individual pupils' achievement, in conjunction with the end of unit assessment and recording sheet.

At the end of Key Stage 1 pupils are expected to be achieving at \square level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at \square level Every Child of God Matters (rung 4 of the ladder). Therefore, teachers can set appropriate tasks and make judgements as to whether pupils in their class are working at, towards or exceeding expectations of achievement.

Pupil's work is marked in accordance with our feedback and marking policy. Work is assessed using the assessment laid out in the agreed syllabus which enables staff and children to have a very clear idea of the level of achievement of each child. This is then reported verbally at autumn and spring term parents' meetings and in a final report in the summer term.

Monitoring

At Read St John's we use a recording sheet at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. 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.

The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored. The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The teaching, assessing and resourcing of Religious Education is monitored by the RE Subject Leader in close collaboration with the leadership team.

Roles and Responsibilities

The RE Subject Leader attends regular training and professional development and organises INSET and training for other members of staff when necessary.

The RE Subject Leader carries out a RE book/work scrutiny across the school regularly, organises the moderation of RE across school and talks with pupils about standards in RE.

Resources

Resources are bought and stored in a central place for use by all staff. The storing of the school's RE resources is organised by the subject leader.

We have a large and varied amount of resources both Christian and from different faiths. We have class sets of bibles and a range of different bibles for the children to use, compare and reflect. There are a range of multi-faith books and artefacts.

Through our school values we aspire to great things, achieve much, love, care for each other, and deliver a high quality education in an inclusive and distinctively Christian environment.

Our mission statement underpins the ethos of our school.

We at Read St. John's C.E. primary School endeavour to provide a caring and enriching environment to provide a caring and enriching environment in which each child is encouraged to reach their full potential inspiring them to develop a love for learning and learning to love.

Teacher responsible for Religious Education: Joanne Shaw

This policy was revised in September 2002