



Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



Religious Education Policy 2022

Introduction

Religious Education in our Church School lies at the very heart of the curriculum. As a Voluntary Aided School, the management of Religious Education is a distinctive role of the Governing Body and Headteacher. 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. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in the school.

Statement of intent for Religious Education

In conjunction with our school's vision, we intend that in Scotforth St. Paul's Church of England Primary and Nursery School, RE should enable the children 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.
- 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.
- contribute to the growth and development of children's own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- recognise, respect and celebrate cultural diversity locally, nationally and globally.

Our intent reflects the Aims of Religious Education in Church Schools, as outlined in the RE Statement of Entitlement: The Church of England Education Office 2019 (see Appendix 1 for the full list of aims).

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

Syllabus

The Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE (revised 2022), which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

The Blackburn Syllabus aims to maintain a balanced between learning about religion and learning from religion.

Children 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.

Children 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.

Over the year, approximately 80% of RE lessons will cover the Christian faith with the remaining 20% covering non-Christian religions. As close as possible to 10% of curriculum time will be devoted to the teaching of RE (and must be no less than 5%), as specified in the RE Statement of Entitlement: The Church of England Education Office 2019.

Contribution of RE to children's Spiritual, Moral Social and Cultural development

Opportunities for SMSC development are sought in the planning and delivery of RE, for example:

Spiritual development - encouraging the children's discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

Moral development – learning from the teachings of Jesus Christ, offering children a secure foundation on which to make decisions and build their lives.

Social development - enriching children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Cultural development - providing opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people, and to learn more of the diversity within our multi-faith society.

Leadership and management of Religious Education

The Governing Body as a whole is responsible for determining the nature of Religious Education provided in our school. The management of the subject within school is the responsibility of the RE subject leader (currently Sarah Huddleston, DHT).

The subject leader attends termly cluster meetings organised by the Diocese, in addition to other opportunities for training. Staff training is undertaken as necessary individually, within staff meetings and as INSET events.

Our Diocesan Advisor regularly visits school to provide updates, support and training for staff and governors.

Monitoring and Assessment of R.E.

Staff use the "Ladder of Expectations" within the syllabus to help monitor and assess children's progression of skills in R.E.

Annual written reports, outlining each child's progress in every subject, including R.E., are sent out to parents at the end of the summer term. Teacher assessments for R.E. are included on these reports at the end of each Key Stage (ie. Years 2 and 6). An assessment of whether a child is working at the "expected standard" for RE is included in all other year groups, using the ladder of expectation as a basis for a teacher's judgements.

The teaching and learning of R.E. is monitored by the R.E. subject leader, through a combination of book sampling, walkthroughs, talking to children, and reviewing end of unit evaluations. Outcomes of monitoring are used to inform the next year's action plan.

The R.E. subject leader reports at least annually to the curriculum committee of the governing body. The nominated governor for R.E. is currently Rev. Rebecca Aechtner, who visits school regularly.

Parental Rights of Withdrawal from RE in a Voluntary Aided School

The worship and Religious Education provided by the school is in accordance with its Church of England 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 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, the Headteacher should 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.

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 the locally Agreed Syllabus. The governing body should make provision unless the circumstances make it unreasonable to do so. Should the governing body 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. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Policy updated: October 2022

The aims of Religious Education in Church Schools

(as outlined in the RE Statement of Entitlement: The Church of England Education Office 2019)

- 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.

Religious Education in Church Schools should also 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.

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 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 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 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