



Religious Education

January 2018

All children are unique and our main aim is to develop the full potential of every pupil in our school. This underpins the positive ethos we foster and is central to our mission statement:

'Fulfilling potential, growing in God'

Introduction

In an academy the management of Religious Education is a distinctive role of the Local Governing Committee and the Head teacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. Cidari Multi Academy Trust through the Local Governing Committee is responsible for determining the nature of Religious Education in its school.

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St Aidan's Primary School-A Church of England Academy. Our school has a Church of England foundation. We will promote Christian values within the school as exemplified by the life and teaching of Jesus Christ. We will recognise the children as individuals and educate them according to their rights in law, whilst providing opportunities for the children to fulfil their potential mentally, physically, socially, emotionally, aesthetically and spiritually.

Throughout St Aidan's, R.E. contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas, and are implicit in the ethos of the school.

- Spiritual development we will nurture and enrich the spiritual development of all members of the school family & encourages pupils' discovery of God the Creator & wonder of the world.
- Moral development based on the teachings of Jesus offer pupils a secure foundation stone.
 - Social development enriches pupils' understanding of what it means to live in a Christian community where to love one another, respect and responsibility is put into practice.
 - Cultural development provides opportunities to develop an understanding of Christianity worldwide & the impact on millions of people.

R.E. will be of the highest standard, always striving for excellence reflecting the academy's distinctive Christian character. We will value the contribution each child makes to the life of the academy, therefore, we have chosen to use the Blackburn Diocese Board of Education Questful RE Syllabus for Church Schools which reflects the national Framework for RE.

- At least 5% of curriculum time is devoted to R.E; 36 hours per year in KS1 classes and 45 hours per year in KS2 classes.
 - Christianity plays the central role in R.E. and takes up between two thirds and three quarters of this time.
 - The appropriate teachings of other faiths and world views are also included.

Religious Education in a Church School

"In Church of England schools 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. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners."

RE Statement of Entitlement: The Church of England Education Office 2016

"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%."

RE Statement of Entitlement: The Church of England Education Office 2016

Aims of R.E at St. Aidans

The aims of Religious Education **in Church Schools** 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.

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

RE Statement of Entitlement: The Church of England Education Office 2016

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.

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.

Equal Opportunities (2010 Equalities Act)

As with all other subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, equal access to all aspects of the curriculum and school life.

The policy for Religious Education aims to ensure the provision of equal opportunities for all, stressing the entitlement of all children to a well-balanced, differentiated R.E. curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds.

Parental Rights of Withdrawal

The Worship & Religious Education provided by the St Aidan's Primary School is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the 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 so) cannot insulate them from the religious life of the school. If a request for withdrawal is made, the Head Teacher should explore the reasons for the request and seek to arrive at an accommodation.

ORGANISATION OF THE SUBJECT

Foundation Stage and Key Stage 1

R.E. should strive to build on young children's understanding of themselves and their experiences of family life and relationships as part of their knowledge and understanding of the world. All pupils should learn that they are personally valued from the attitudes which they encounter in school. They should become increasingly aware of things which are special and important to themselves and other people.

The children will sometimes benefit from opportunities to develop their awareness of the local environment through journeys and visits, and by having a chance to experience awe and wonderment in the natural world. They should be introduced to symbolism in religion and hear stories about the lives of key figures.

In Reception class, RE is an integral part of the topic work covered during the year. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for pupils aged three to five.

Advantages of cross-curricular links should always be taken where possible, as this can assist in contextualising topics and values/feelings, etc. for pupils.

Key Stage 2

In Key Stage 2, the pupils should continue and build on the opportunities and experiences they have already encountered in Key Stage 1. They should be developing a greater understanding of themselves and an awareness of the needs and feelings of other people from a variety of faiths and cultures. They should be given an opportunity to interact with the natural world and the local environment. By the end of Key Stage 2, pupils should have been helped to explore a range of religious ideas and themes. They should have heard stories about the life and teaching of Jesus and other religious figures, and have been given opportunities to consider their own questions and concerns. In KS2, the pupils will have one R.E. lesson each week, when the main subject from the Blackburn Diocese Scheme of Work will be followed. Many other aspects of R.E. will evolve and be discussed in other areas of the curriculum.

Teaching and learning strategies

As in all other areas of the curriculum, a variety of teaching and learning strategies will be used; we hope that all of these will provide good, imaginative lessons with an interesting and challenging variety of tasks. The use of St Aidan's Church building and visits to other faith buildings, e.g. mosques and synagogues, can enrich learning in RE.

The pupils will work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often

they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others. Because of the wide variety of aspects covered in the teaching of R.E., there are many ways in which the work may be approached and consolidated. Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

Our class R.E scrapbooks will reflect the range of activities taking part in our lessons and will show pupils' thoughts, discussions and reflections about their work.

Differentiation of work and SEN provision

We will endeavor to provide a differentiated approach to learning which treats pupils as individuals. This will be provided through:-

- The delivery of carefully structured teaching approaches
- Imaginative learning experiences which arouse and sustain children's interest, and which encourage a variety of responses.
- Provision of appropriate resources e.g. simplified challenges for recording written work, or pictures to use as stimulus.
- Teacher's response and questioning.
- Adaptation of curriculum to enable all pupils to access the R.E curriculum according to need.

Pupil progress and assessment

By using the syllabus provided by Blackburn Diocese, we hope that we will provide both continuity and progression for the pupils across all strands of R.E. and across both key stages. Although subjects such as Christmas and Easter may be visited many times during a pupil's time in school, each time a different approach will be used, and a slightly different area covered, so that progression can be seen in the quality and depth of learning. Evidence of the work done in R.E. will be found in the pupils' R.E. books, class scrapbooks, on wall displays, in collective worship, and in the way both children and adults treat and respect each other.

Teachers will assess using the Blackburn Diocese Ladder of Expectation. This will be done three times a year and recorded on the Assessment and Recording sheet provided.

Reporting to parents

In the first term of the academic year there is an opportunity for all parents to come into school in 'meet the teacher' sessions, to discuss the work being done by their child generally, or any problems they may be encountering. In the first and second terms there are Parents' Evenings when we hope that all parents will come to school to see the work being done by their child, and to discuss progress. In the third term a written report is sent home outlining the child's efforts, achievements and progress made during the year. There is an opportunity for this report to be discussed with the teacher if the parent wishes to do so. There is section on the report for RE.

Staff development

The staff in the academy meet together regularly to review discuss, adapt and plan the teaching and the curriculum within the school. R.E. is discussed in this way along with other subjects.

Monitoring

Monitoring of the effectiveness of this policy document will be carried out by the R.E. Subject Leader and Senior Leadership Team in order to:

- ensure the policy and Scheme of Work for R.E. are being put into practice;
- inform future planning; to check on continuity and progression;
- gather information
- ensure the maintenance of standards in R.E. throughout the school.

This will be done through:

- monitoring of planning
- monitoring of Books
- pupil questionnaires
- joint observations with colleagues

Review and development of policy

This policy will be reviewed annually by the R.E. Subject Leader and Senior Leadership Team, including the R.E. Governor, the Head teacher and Standards & Effectiveness Committee of the Local Governing Committee, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the Academy Development Plan.

Mrs D Greenwood

Headteacher

January 2018

To be reviewed: January 2019