

**Church of England and Methodist Schools
Diocese of Blackburn and Lancashire Methodist District**



St. John's C.E. (VA) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Religious Education Policy

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

RE Mission Statement

Within the context of this Church School, RE will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience, the place and significance of Christianity and other religions in the contemporary world. An emphasis will be on Anglican beliefs and practices appropriate to the school situation. RE will play a major part in promoting the Christian aims, values and ethos of the school expressed in the School Mission Statement.

Responsibility

In Voluntary Aided Schools the management of RE is a distinctive role of the governors and headteacher. RE has to be in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. Although RE and Collective Worship naturally compliment and enrich one another they should be managed separately.

RE in a Church School lies at the very heart of the curriculum

It is recommended

- that Governors adopt the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE
- that at least 5% of curriculum time is devoted to RE (70% Christianity, 30% world faiths – all 5 major religions will be taught and this will be supported by Burnley Faith Centre where encounters, visitors and visits will be encouraged.)

- that Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available

“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

It is important that the teaching of RE at St John’s equips the 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 a Church 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.

“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

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.

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

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;

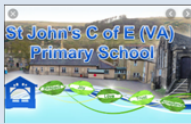
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

RE can contribute significantly to pupils' 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. 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.

Each subject leader has a SMSC audit where they monitor the coverage and links to SMSC in their subject. Here is an example of a section of the PE SMSC audit:

Spiritual, Moral, Social & Cultural Audit Tool (SMSC)		
 SPIRITUAL DEVELOPMENT: Curriculum Subject : PE		
The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	PE sports leaders and ambassadors	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity;
sense of enjoyment and fascination in learning about themselves, others and the world around them	PE lessons Sporting competitions and events Evaluation of work Learning new games and skills Participation in team activities	

SEN/AT Children

We recognise the individual needs of all our children and through the process of differentiation and support we aim to help them reach their full potential. This applies to pupils of differing ability levels including pupils with Special Educational Needs, different ages and experiences, English as an Additional Language and able and talented children.

Resources

The RE resources have been developed and are continually monitored to reflect the importance of the subject. The resources are both class based and clearly labelled and kept in the Curriculum Den and in the Year 2 classroom. There are also various RE non-fiction books and stories with an 'RE feel' in the school library. A set of KS2 Bibles are kept in the library and KS1 Bibles are kept in the Year 2 book corner. Each Year 2 child is now gifted a Bible from our local churches that they take with them through their time at Cliviger and take away with them as they leave in Year 6. There are multi faith persona dolls to be used within RE lessons and to spark wonder and curiosity among the children as

they move around the school. Resource boxes for all 5 major religions covered in the syllabus have been purchased and are also kept in the Curriculum Den.

Assessment and Record Keeping

Ongoing assessments and evaluations are carried out within each class to ensure lessons and activities are challenging and creative. Class teachers will use the 'Questful Maps' at the end of the RE units and stick in the children's books then both child and teacher can assess together at the end of each unit. The RE co-ordinator will also carry out curriculum walkthroughs to ensure the teaching and planning of RE reflect the importance of the subject and the level at which activities are aimed. The RE co-ordinator, alongside class teachers will assess pieces of work across the school that are displayed in class scrapbooks; book monitoring will also take place through book scrutinies during the year. The school is currently using scrapbooks to display work, show progression in year groups, through year groups and to show the attainment and standard of RE across the school. Work in these scrapbooks is also assessed using the 'Ladder of learning and Achievements'. Annual written reports which include RE are sent to parents. PSHE and Christian Value reports are also sent home twice a year.

Finally it is vital that this RE Policy includes the Parental Rights of Withdrawal in a Voluntary Aided School.

Parents may request the governing body to provide Religious Education for their children according to the 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 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.

Parents may withdraw their children from Religious Education as they may in any school and this opportunity **must** be described in the school brochure. The Church of England Board of Education and the Methodist Church suggests an appropriate form of words might be:

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church 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 or Methodist Church 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 board **should** make provision unless the circumstances make it unreasonable to do so.

Should the governing board 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.