

# Bryn St Peter's CE Primary School



## RE Policy

Last updated: September 2023

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Intent	Implementation	Impact
<p>At Bryn St Peter's CE Primary, our intent is to ensure that through our Religious Education curriculum, we aim:</p> <ul style="list-style-type: none"> <li>• to engage pupils in enquiring into and exploring questions arising from the study of religion, faith and belief, so as to promote their personal, spiritual, moral, social and cultural development.</li> <li>• to provide our pupils with the knowledge and understanding of Christianity and other principal religious faiths, traditions and beliefs represented in Great Britain and the wider world.</li> <li>• to develop our pupils' understanding of the ways in which beliefs influence people's behaviour, practices and outlook.</li> <li>• to enable our pupils to develop a positive attitude towards people who hold religious beliefs different from their own.</li> <li>• to enable our pupils to apply the insights of the principal religious faiths and traditions to their own search for identity and significance.</li> <li>• to enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.</li> </ul>	<p>Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents'. (s 71 SSFA 1998) Parents have the right to request that their child be excused from all or part of the Religious Education provided at school.</p> <p>Our syllabus 'reflects the fact that the religious traditions in Great Britain are in the main, Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain'. (s 375 (3) Education Act 1996).</p> <p>We comply with the legal requirements for the teaching of Religious Education by following Blackburn / Liverpool Diocese Syllabus for Religious Education and Understanding Christianity - Text, Impact, Connections.</p> <p>Religious Education is taught on a weekly basis in each year group but is also delivered through termly whole school RE days when the pupils mix year groups and take part in activities (sometimes with parents and carers invited in to take part) designed to further enrich their understanding of a religious tradition or festival.</p> <p>Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes in the syllabus and other subjects where appropriate, encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.</p> <p>Creativity is encouraged through individual and collaborative learning experiences, a positive growth mind set, a sense of</p>	<p>As a result, Religious Education at Bryn St Peter's CE Primary develops pupils':</p> <ul style="list-style-type: none"> <li>• knowledge of, and ability to respond to, Christianity, other principal world religions, other religious traditions and world views;</li> <li>• understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;</li> <li>• understanding of the influence of faith and belief on individuals, societies, communities and cultures;</li> <li>• skills of enquiry and response through the use of religious vocabulary, questioning and empathy;</li> <li>• skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.</li> </ul> <p>Religious Education at Bryn St Peter's CE Primary encourages pupils to:</p> <ul style="list-style-type: none"> <li>• consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;</li> <li>• understand the influence of religion on individuals, families, communities and cultures</li> <li>• learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;</li> <li>• learn about religious and ethical teaching, enabling them to make reasoned and informed responses to</li> </ul>

	<p>responsibility and challenges that take them beyond the classroom.</p> <p>All children will be challenged to be inquisitive, compassionate, courageous and creative learners. They will have opportunities to influence their own learning through age appropriate and progressive themes and topics.</p>	<p>religious, moral and social issues;</p> <ul style="list-style-type: none"> <li>• develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;</li> <li>• develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.</li> </ul> <p>Religious Education at Bryn St Peter's CE Primary enhances pupils'...</p> <ul style="list-style-type: none"> <li>• awareness and understanding of religions and beliefs, teachings, practices and forms of expression;</li> <li>• ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.</li> </ul> <p>Religious Education at Bryn St Peter's CE Primary offers:</p> <ul style="list-style-type: none"> <li>• opportunities for all pupils for personal reflection and spiritual development;</li> <li>• preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.</li> </ul>
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# Religious Education Policy

## 1. Religious Education Curriculum

As a Voluntary Controlled School, Religious Education is a legal requirement for all children, (unless parents request otherwise). As a Church School we have chosen to adopt the Liverpool / Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements.

The scheme encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

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 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.
- 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.

All classes are timetabled for Religious Education for at least 1 hour per week. The teaching of Christianity makes up 2/3 of the curriculum with other religions being taught for 1/3 of the allocated time.

## **2. Special Educational Needs**

Religious Education is a subject which is especially important for children with Special Educational Needs, as it directly addresses issues such as equal opportunities and self-esteem, and invites personal responses. In this subject, success should be genuinely independent from attainment in formal curriculum skills.

## **3. English as an Additional Language**

Children for whom English is an additional language will have full access to the Religious Education Curriculum. Visual and hands-on activities including art, music and drama can

be helpful to support EAL children with their spiritual development and understanding of faith. Therefore creativity is central to much of the work done in this subject.

#### **4. Resources**

The subject leader is responsible for developing and updating the resources for Religious Education. The resources are held in the storage units in the school hall.

#### **5. Assessment**

It is important to note that RE is unlike any other subject; what we are assessing is not just content, knowledge or skills, but the children's ability to apply what they have learnt to their own lives and their on-going spiritual development. Assessment systems are a tool to underpin this, but examples of children's work, displays and conversations with pupils are just as valid. A great deal of assessment is done informally through observations and discussion.

One unit per half term is assessed formally through the use of quizzes, planned pieces of writing or any other form of recording.

The assessment template provided by Blackburn Diocese is used to indicate each child's achievements in relation to end of Key Stage expectations.

#### **6. Withdrawal from Religious Education**

The Worship and Religious Education provided by the school is in accordance with the 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.

Religious Education Lead - Mrs Cheryl Brady

Signed:       *C Brady*      

Headteacher - Mrs Julie Alcock

Signed:       **J. Alcock**