

Bryn St Peter's CE Primary School



RE Policy

Contents:

Statement of intent

1. Our Mission Statement
2. Vision for Religious Education
3. Aims and objectives for Religious Education
4. Religious Education Curriculum
5. Special Educational Needs
6. English as an Additional Language
7. Resources
8. Assessment
9. Withdrawal from Religious Education

Statement of intent

Bryn St Peter's recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the Diocese of Blackburn and Liverpool.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout the key stages.

Religious Education Policy

1. Our Mission Statement

Our church school is committed to the provision and celebration of excellent education in a Christian context. In a caring, respectful and disciplined community, where Christian values are at the core of everything we do, we encourage pupils to excel and develop their full potential.

All children are welcomed into a secure and safe environment where they are valued as unique and are included, accepted as individuals and where achievements are celebrated.

Together with God, building our future.

2. Vision for Religious Education

Bryn St Peter's is built upon Christian Values, with Faith, Hope, Trust, Love and Compassion being our key values; these enable children to learn effectively within our inclusive and supportive environment. At Bryn St Peter's we believe that Religious Education should enable children to acquire the knowledge and skills to understand and respond to faith and to help children become aware of God's presence and action in their lives.

3. Aims and objectives for Religious Education

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, including British 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

4. 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 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.

5. 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.

6. 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 as well as 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.

7. 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.

8. 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.

9. 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 _____

Headteacher - Mrs Julie Alcock

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