



"Living and Learning through Faith, Hope and Love"

**WEETON ST MICHAEL'S C.E.
PRIMARY SCHOOL**

**RE POLICY
SEPTEMBER 2019**

Weeton St Michael's CE Primary School Mission Statement: **Living and learning through Faith, Hope and Love**

This policy outlines the teaching and learning of Religious Education at Weeton St Michael's, Church of England Primary School. The implementation of the policy is the responsibility of all the teaching staff and the management of RE is a distinctive role of the Governors and Headteacher. High quality Religious Education is an essential part of a balanced curriculum and commitment to RE demonstrates commitment to the nurturing of each individual child.

Introduction

In this Church of England Voluntary Aided School, the Governing Body as a whole is responsible for determining the nature of Religious Education. At Weeton St Michael's the Religious Education provided conforms to the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school. Jesus is the very centre of our family at Weeton St Michael's and we aim to be imitators of God – living our lives in the way we know He would want us to live them. This is reflected in our mission statement.

As a school we have adopted the RE Syllabus produced by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church which reflects the National Framework for RE. This syllabus meets the requirements of QCA and of the Early Learning Goals for the Foundation Stage.

The Foundation Stage and Key Stages 1 and 2 have allocated 5% of curriculum time to RE each week for the teaching of RE. The topics covered each year are set out in the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church RE Syllabus. The majority of time given to Religious Education will be devoted to the teaching of Christianity (approximately 80%) – Judaism, Islam and aspects of other world faiths will also be studied for the remaining 20% of curriculum time allocation. Christian teaching is also delivered in Collective Worship which takes place each day. A variety of teaching styles and methods are used in the teaching of RE, for example; drama, art, creative writing and music.

Staff have the highest expectations of the children in RE as with all other subjects in school. This ensures pupils are challenged and their knowledge deepened.

Aims of Religious Education

The aims of Religious Education at our school are drawn from the Blackburn Diocesan Syllabus. We aim to:

- equip children to acquire and develop knowledge, understanding and respect for Christianity and the other major world faiths;
- develop the children's understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the children's respect for other people's right to hold different beliefs;
- equip pupils to recognise the common search of all humanity for the ultimate truth and relationship with the divine;
- help children recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet;
- develop the pupils' ability to make reasoned and informed judgements about religious and moral issues;
- enhance the spiritual, moral, cultural and social development of our pupils by:
 - developing awareness of the fundamental questions of life raised by human experience, and how Biblical teaching can relate to them;

- responding to such questions with reference to the teachings and practices of Christianity and to their understanding and experience;
- reflecting on their own beliefs, values and experiences in light of their study;
- help the children to develop a positive attitude towards living in a society of diverse religions.

Distinctive content of the RE Curriculum in a Church School

RE in our school should also aim to:

- help pupils to visit places of worship, especially the local parish Church, to develop the understanding of the Church as a living community;
- help pupils to explore the experience of the Church's year;
- allow children access to Christian artefacts that are used with care, respect and confidence;
- allow pupils from other faith backgrounds to understand and be encouraged in their faith;
- allow pupils with no religious background to face the challenge of the Christian faith.

Planning and Delivery

The Religious Education curriculum maintains a balanced approach of knowledge that children will gain – Learning About Religion and skills that they will develop – Learning From Religion. As a school with mixed age classes we follow a rolling programme of units, approved by the Diocese, to ensure that there is appropriate coverage by the end of each Key Stage (see appendix 1)

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 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 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.

Christian and British Values

The teaching of RE and Collective Worship in school are closely linked to Christian and British Values which underpin the ethos and vision for our school. Both Christian and British Values are identified, demonstrated and explained throughout our teaching, school life and Worship.

Spiritual, Moral, Social and Cultural Development

Within our Church School we nurture the whole child by having a particular focus on:

- Spiritual development, which enriches and encourages the pupils' discovery of the reality of God and their relationship with Him;
- Moral development, which is based on the teachings of Jesus Christ, offering pupils a secure foundation on which to make decisions and build their lives;
- Social development, which enriches pupils' understanding of what it means to live as a member of a Christian community where Jesus's command to love one another is put into practice;
- Cultural development, which 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.

Special Educational Needs

All children follow the agreed Blackburn Diocesan Syllabus. The needs of individual children are met through differentiated planning in line with school planning policy and Individual Education Plans. (See Policy for Special Educational Needs.)

Assessment and Record Keeping

The assessment and expectations of RE in the Blackburn Diocesan syllabus are based on the Ladder of Expectation which provides symbols that link to the end of Key Stage expectations detailed within the syllabus. Each unit has the expectations outlined to provide guidance for assessment.

Evidence is collected in the following ways:

- Class RE Log Book containing for example: brief summaries of discussions, photographs of role play, samples of work, things that have interested them. The Log is passed up through the school with the class so they gather a record of their learning journey in RE. It also serves as a working document that can be shared beyond the classroom for example: with staff, governors, parents and inspectors.
- Individual work
- Photographs of displays
- Records of RE subject leader's monitoring: scrutiny of work and lesson observations.
- Teacher's unit plan assessments

Withdrawal

RE must be provided for all pupils.

‘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.

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