

Religious Education Policy (DRAFT)

January 2023

Our Mission Statement:



Reach Up

We reach up to God to show us the way

Reach In

We reach inside for the courage and wisdom of the Holy Spirit, to help us reach God's goal for us

Reach Out

We reach out to everyone with the kindness and compassion of Jesus

'I try as hard as I can to reach the goal that is before me.' Philippians 3:14

SCORTON CE PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

This policy outlines the teaching and learning of Religious Education at Scorton 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 demonstrates a commitment to the nurturing of each individual child.

In this Church of England Voluntary Aided School, the Governing Body as a whole is responsible for determining the nature of Religious Education. At Scorton CE Primary School, RE plays an essential part in promoting the Christian aims, values and ethos of our school. Jesus' teaching is at the centre of school life – our goal is to carry out God's will in our school family and community and this is reflected in our Mission Statement.

As a school we have adopted the Blackburn Diocesan Board of Education Questful RE Syllabus, which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

What is Questful RE?

"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013)

Blackburn Diocesan Board of Education believes that high quality Religious Education (RE) is the key to enabling every child to flourish.

By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give our children a deeper understanding of Christianity. In addition, children explore all major world faiths and discuss world views where appropriate.



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Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind.

It is a subject that combines learning with the development of the character and spirit of the child. In our school, RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views, our children will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Our children will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as: –

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others.

How do we adhere to the RE Statement of Entitlement: The Church of England Education Office 2016?
(extracts from the document in italics)

“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 lies at the very heart of our curriculum. We have an 80% focus on Christianity and 20% focus on otherworld religions.

“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.”

Studying other faiths lets our children explore what it means to be human for everyone, not just those who are similar to themselves. It fosters respect for other people and encourages them to think more deeply, behave morally and develop good judgement. We are committed to teaching our children about other faiths so that our children are better informed about our neighbours' cultural practices and ideas, which are so often entwined with their religious beliefs. The ability to appreciate spiritual values, beliefs and practices which are different from your own is essential if our children are to contribute positively to our increasingly diverse society.

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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.

10% of the curriculum each week is given to the teaching of and learning through RE. The majority of this is through formal lessons, but Religious Education and Collective Worship naturally complement and enrich one another. Collective worship occurs on a daily basis but does not form part of this policy. A variety of creative approaches are used to teach RE including drama, art, song, discussion, creative writing, amongst many other things.

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 other 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

This can be expressed in more detail as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his actions 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.

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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 challenges 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 makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development:

- 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 Questful RE Syllabus. The needs of individual children are met through adaptive teaching.

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Resources

We have a wide range of practical resources in school which we use along with the wealth of online resources provided by the Questful RE Syllabus.

Assessment & Record Keeping

Assessment and record keeping is kept in accordance with guidance given in the Questful RE Syllabus. At the present time this is under review as the new syllabus is embedded. After each topic the children will undertake a self-assessment of the 'I can' and 'I know' statements given to show the learning and understanding that has taken place. More focus on assessment will follow in the coming year.

Withdrawal from RE

The Worship and Religious Education provided by the school is in accordance with the Church of England. 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 will explore the reasons for the request and seek to arrive at a mutually agreed solution.

Parents may request the governing body 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.

RE Subject Leader: Rebecca Scholz

To be agreed by Governors date: 20th March 2023

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