



# Padiham St Leonard's C.E Primary School

## Religious Education Policy



### Philosophy

*"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 worldviews 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 central mission of Padiham St Leonard's CE Primary is 'To develop hearts, minds and bodies through Christ'. Through our RE curriculum we aim for pupils to develop the faith, understanding and wisdom to be able to utilise the skills and knowledge taught across all areas of the curriculum to become 'faithful stewards of God's Kingdom'.

*'Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."'*

*Genesis 1:26*

At the heart of RE in our church school is the teaching of Christianity, rooted in the person and work of Jesus Christ.

*Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me."*

*John 14:6*

There is a clear expectation that as an inclusive community, our ethos and RE curriculum encourage learning about other religions and worldviews fostering respect for them and maintaining the dignity of believers.

As a voluntary aided school our RE curriculum is inline with our trust deed, which states that the site should be used 'as a school for the poor inhabitants of the township of Padiham and neighbourhood and this school should always be in union with the National Society'.

Therefore in accordance with the National Society, 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. At Padiham St Leonard's a central methodology of our teaching style is 'to promote a passion for learning through the inspiration of creation', therefore, just as in other subjects, staff will seek out opportunities for pupils to learn both in and outside the classroom, though practical experience and opportunities for spiritual experiences.

*'How many are your works, LORD! In wisdom you made them all; the earth is full of your creatures. There is the sea, vast and spacious, teeming with creatures beyond number— living things both large and small.'*

*(Psalm 104:24-25)*

Within the RE curriculum staff will ensure pupils have opportunities to visit a variety of places of worship and learn from the personal experience of Christians, Jews and Muslims through links with members of St Leonard's church, other local churches and links with people of other faiths such as 'The Olive School' and Jeremoney Michelson (Judaism with Jeremoney). 'Philosophy for Children' sessions will be used to encourage real dialogue and theological enquiry about distinctively Christian values and beliefs.

The contribution of RE to the spiritual, moral, cultural and social development of pupils is significant. In particular the RE curriculum should ensure there are opportunities for:

- Spiritual development, which enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

***'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.'***  
***Psalm 139.13-14***

- Moral development based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

***'Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God - what is good and acceptable and perfect.'***  
***Romans 12.2***

- Social development, which enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

***'As I have loved you, so you must love one another. By this everyone will know that you are my disciples.'***  
***John 13.34-35***

- 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.

***'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.'***  
***Galatians 3.28***

### **Aims and objectives of RE.**

*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*

Pupils should be supported in developing their ability to think theologically and engage in theological enquiry. As stated in 'Making a Difference?', this 'means that pupils go beyond the collecting of information about religion and belief. It involves pupils exploring the key ideas and crucial inner meanings within the religious material they are studying. It involves, in the case of Christianity, the exploration of key concepts such as incarnation, resurrection, atonement. It involves the recognition of the diversity of different ways of thinking theologically within the Christian tradition.'

### **Our RE curriculum aims to offer pupils opportunities 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.

Within the RE curriculum pupils should be taught the distinctively Christian foundation of our school values, for example:

- during the Jesus Friend to everyone unit pupils will discuss how Jesus demonstrated **friendship** to his disciples;
- in the Called by God unit children will consider the **service** to God shown through the lives of the prophets and by Christians such as Eric Liddell;
- during the Easter Betrayal Unit pupils will consider the value of **trust** and how Jesus was betrayed, as well as **forgiveness** for Peter after his denial of Jesus.

At Padiham St Leonard's our main study of religions other than Christianity will centre on Judaism and Islam. This is because we feel that our pupils will benefit from more in depth knowledge of a limited number of religions, rather than a shallower knowledge of more religions and worldviews.

Through our RE curriculum we aim to 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.

### RE content and time allocation

As a governing body we have adopted the Blackburn Diocesan Board of Education Syllabus - "Questful RE" which reflects the National Framework for RE.

A minimum of 1 ¼ hours per week is timetabled in both Key Stages 1 and 2 for Religious Education but it is also taught implicitly at many times. The Foundation Stage has some discrete teaching during the week and is also provided for through continuous provision. The teaching of Christianity takes up approximately 80% of the curriculum time. Non-Christian faiths are to be studied and they will take up the remaining 20% of the curriculum time.

The programme of units to be used at St Leonard's can be found in appendix 2 at the end of this policy. Non-Christian faith units are clearly shown on the rolling programmes.

Although RE and Collective Worship naturally compliment one another the Religious Education Syllabus is generally separate from Collective Worship, which is managed through its own policy. However, at times Collective Worship will enrich Religious Education e.g. through Christian Festivals and at other times pupil's reflections on their learning in RE will inspire their planning of worship for other classes.

### Progression

It is important to recognise the progression through the school so that the children's understanding and appreciation develops as their maturity allows them to reflect and question their own beliefs and values. By using the Diocesan material, content areas are re-visited with increasingly complex ideas. For example, the main Christian Church festivals that are covered throughout the school every year show progression. Teachers choose activities appropriate to the age group from the planning sheets in the syllabus.

### Approach

We aim to support children develop their own beliefs, values and attitudes through an exploration of shared human experience within a Christian environment. The children's learning and development will be helped by exploring religious beliefs and practices, with particular reference to the Church of England.

A wide range of activities are used within RE teaching - visits, meeting believers, handling artefacts, visual resources, role play, discussions, story, dance, music, ICT resources, Godly Play and "Chatterboxes."

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.

### **Reflection**

There is a need to develop and refine beliefs and values. We expect children to mature in relation to their personal values by reflecting on religious beliefs and practices and their response to these aspects of shared human experiences such as the natural world and relationships with others. A time to reflect is often built in to lessons and a reflective garden is in the grounds of the school. Reflective spaces are also incorporated into different areas of the school building, these changing regularly and as appropriate.

**Our Religious Education 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.

### **SEND provision**

***In his grace, God has given us different gifts for doing certain things well.***

***Romans 12:6***

In accordance with our value of **justice**, we seek to ensure that potentially vulnerable members of our community still have access to a high quality RE curriculum. Therefore, we aim to ensure that tasks are differentiated in ways appropriate for particular children. Some pupils will have high levels of spiritual insight yet require ways of recording their learning appropriate to their literacy skills. Others will need support in retaining and sequencing information, whilst others will require help to develop a personal response to faith and religion. Whatever their need, every child has an entitlement to be taught the full range of subjects including RE.

### **Equal Opportunities**

***'If you really keep the royal law found in Scripture, "Love your neighbour as yourself," you are doing right. But if you show favouritism, you sin and are convicted by the law as lawbreakers.'***

***James 2: 8-9***

Religious Education allows time for the discussion of many equal opportunity issues such as discrimination by belief, ethnicity or social circumstance. In accordance with our value of **respect**, we aim to develop in the children an appreciation, understanding and respect for the rights, needs and feelings of others. Within the curriculum, there are opportunities for children to develop a heart of **compassion** for others who suffer discrimination: such as Christians in India or North Korea in the Life as a Journey Unit.

### **Assessment, Record Keeping and Reporting to Parents**

RE is assessed within a topic using suggestions from the Diocesan syllabus.

Lesson planning shows which level of attainment the learning objectives and activities are supporting. Observations, in the form of notes, are recorded on the plans and in a daybook to indicate those children who did not achieve the objective or who surpassed it.

Judgements can be made in the following ways:

- From the general expectations for pupils' age and ability
- From an examination of pupil's work in other areas of the curriculum and comparing these with standards in R.E.
- From the quality and depth of discussion and questioning by the pupils: their understanding of religious concepts, especially those specified in the Scheme of work for R.E; their use of appropriate religious terminology.
- From the quality and depth of pupil's affective responses and interests.
- From the knowledge displayed by pupils, especially of the content specified by the school's scheme of work.

This ongoing assessment informs the summative end of unit assessment where teachers record pupils working below, at or above expectations for the year group. These assessments are passed to the RE co-ordinator who uses them as part of the information about standards in RE, but also to monitor attainment in different aspects of the curriculum.

***'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 worldviews 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***

An annual written report, including a section on RE, is sent to parents during the Summer Term.

### **Resources**

Resources are centralised and include CDs, DVDs, artefacts, reference books, assorted Bibles, picture books and works of art.

St. Leonard's Church is a resource in itself and the close proximity of the school to the church ensures access to it and the grounds easily.

The subject leader should be informed of any gaps in resources as topics are covered.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the subject leader, in conjunction with colleagues and the SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader reports to the Christian Ethos Committee each term where she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially allocated time in which to fulfil this role by reviewing teacher planning, samples of children's work and visiting classes to observe teaching in the subject.

### **Staff Development**

RE cluster meetings, led by the diocese are attended by the RE subject leader, in order to keep her informed of developments in the subject.

Staff INSET is provided when necessary and referenced in the RE Action plan.

### **Evaluation**

The units of study are reviewed as necessary.

This policy has been developed by the Headteacher and RE co-ordinator in consultation with the staff, the Church School Distinctiveness committee and with approval from the governing body.

The document is based on:

- *'Making a Difference? A Review of Religious Education in Church of England Schools. September 2014'*
- *'National Society Statement of Entitlement for Religious Education. 2016'*

**Signed:**

**Date: Sept 2018**

**Review date: Sept 2019**

### **The Legal Requirements for Religious Education**

Religious education is governed by both the 1944 and 1988 Education Acts as well as by the school's Trust Deed.

This legislation requires Religious Education to be provided for all pupils (1988 Education Reform Act, Section 2(1)(a).) The type of Religious Education provided must be in accordance with the Trust Deed. (Church of England)

#### **Arrangements for the withdrawal of pupils from R.E Teaching**

'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 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.

#### **Complaints about the Provision of Religious Education**

It is hoped that any complaint will be resolved informally by the Head Teacher, in consultation with the Governors, and possibly with advice from the Diocese. However, if the complaint is not satisfactorily resolved then formal procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

## Appendix 2 - Overview of RE Units at Padiham St Leonard's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I am special Harvest	Special People Christmas  <b>Festivals of light - Non-Christian Faith Unit</b>	Stories Jesus heard Stories Jesus told	Easter Theme: Love	Friendship Special places <b>Non-Christian Faith links-places of Worship</b>	Prayer <b>Prayer in other faiths</b> Special times <b>Links with non-Christian Faith</b>
Year 1	1.1 Harvest - <b>Non-Christian Faith link</b>	1.2 God and Creation	1.4 Jesus was special	1.5 Easter celebrating new life	1.6 Saints and Followers	1.7 Baptism - <b>Non-Christian Faith link</b>
Year 2	2.1 The Bible	2.2 Christmas - Good news and news bringers	<b>Non-Christian Faith Unit - Special Books (2.1)</b>	2.3 Jesus Friend to everyone 2.4 Easter	2.5 The Church	<b>Non-Christian Faith Unit - Places of Worship (2.5)</b>
Year 3	3.1 The old Testament - called by God	3.2 Christmas God with us	3.3 Jesus The man who changed lives	3.4 Easter Joy, Sadness, Joy	3.5 Rules for living	<b>Non-Christian Faith Unit - Rules for living (3.5)</b>
Year 4	4.1 God, David and the Psalms	4.2 Christmas - <b>Light - Non-Christian Faith link</b>	4.3 Jesus the Son of God - <b>Non-Christian Faith link</b>	4.4 Easter - Betrayal and Trust	4.5 The Church	<b>Non-Christian Faith Unit - Sacred Places (4.5)</b>
Year 5	5.1 The Bible	5.2 Christmas Gospels of Matthew and Luke	5.3 Jesus - Teacher	5.4 Easter-Victory	<b>Non-Christian Faith unit: Sacred books/texts (5.1)</b>	5.5 Women in the old Testament - <b>Non-Christian Faith link</b>
Year 6	6.1 Life as a journey	6.2 - Christmas Advent	6.3 Eucharist (3 hours) <b>Non-Christian Faith Unit: Passover</b>	6.4 Easter Who was Jesus?	6.5 Ascension and Pentecost	<b>Non-Christian Faith unit - Pilgrimage (4 hours) (6.1)</b>