

Simonstone St. Peter's CE Primary School
Religious Education (RE) Policy

Mission Statement - 'Keys to faith and knowledge'



Our Mission Statement

At Simonstone School we want all children to

Be confident and happy about who they are.

Have knowledge and skills for life and to work together and make friends.

Learn to have faith and understand differences.

Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness.

Show care, kindness and appreciation in the world.

At Simonstone St. Peter's CE School we perceive that Religious Education is a major contributor to the school ethos. Being true to the School's Christian foundation we aim to promote an atmosphere which is moulded by Christian ethics and the teachings of the Bible. We aim to educate all pupils spiritually, morally, socially, culturally, physically and academically within our school based on strong Christian principles whilst preparing them for the challenges of secondary education within our richly diverse society.

Religious Education and Collective Worship naturally compliment and enrich one another however they have their own separate policies and are managed separately. The management of Religious Education is a distinctive role which is led by the Head Teacher (who is also the subject leader), Rev'd Robert and the Governing Body of the School.

Delivering the Religious Education Curriculum

RE in our School lies at the very heart of our curriculum and ethos. The Governing Body adopt the Blackburn Diocesan Board of Education Syllabus (revised September 2013) for Religious Education which reflects the National Framework for RE. At least 5% of teaching time is devoted to the teaching of Religious Education.

Christianity plays a central role in Religious Education taking up about three quarters of the time available. Religious Education is taught with respect for different world faiths with a particular focus on Islam and Judaism but other faiths and festivals are covered when appropriate.

Religious Education in our School aims to help pupils:

- Learn about their own faith, their beliefs, traditions and practices

- Learn about other faiths and recognise and respect those of all faiths in their search for God
- Recognise areas of common belief and practice between different faiths
- Enrich their own faiths through examples of holy living in other faiths

It is essential that the RE curriculum maintains a balanced approach of learning about Religion (AT1) and learning from Religion (AT2).

This can be expressed distinctly as:

Learning about Religion (AT 1)

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.

Learning from Religion (AT 2)

We learn from

- An empathetic response to the Christian faith and a critical engagement with it.
- Responding personally to the transforming power of Jesus Christ.
- Developing a vision for life that transcends a dull materialism and recognises the reality of spiritual realm.
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement.
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

The Religious Education curriculum in our school also provides pupils with opportunities to:

- Think theologically and explore the great questions of life and death, meaning and purpose.
- Reflect critically on the claims of Christian belief.
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teachings in a pluralist and post modern society.
- Develop the skills to handle the Bible text.
- Recognise that faith is not based on a positive balance of probabilities but on a commitment to particular way of understanding God and the world.
- Respond in terms of beliefs, commitments and ways of living.
- Develop a sense of themselves as significant, unique and precious.
- Experience the breadth and variety of 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 them in difficult circumstances and in the face of opposition.

Religious Education should equip all pupils to recognise the common search of all humanity for ultimate truth and relationships with the divine. It is necessary that in today's world that respect for the great world faiths are fostered. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the School's loyalty to its Christian foundation.

Therefore Religious Education at Simonstone St. Peter's 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 practise 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.
- Recognise some common human quest and the common goal of the survival of life on this planet.

Church Distinctiveness in Simonstone St. Peter's CE School

The religious education curriculum is also distinctive as it provides pupils with:

- Opportunities to explore the experience of the Church's year.
- Study of the story of the local Christian community with its saints and martyrs.
- Visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the Church as a living community.
- Welcoming visitors to the parish to share their experience of Christian belief and life.
- Liaison with the local parish to enable these visits and links to occur.
- Support for the children; confident use of religious language
- A well used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of traditions.
- The facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions.
- Access to Christian artefacts that are used with care, respect and confidence.
- Encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule.
- Learners should make excellent and appropriate progress in their knowledge and understanding of Christianity.

- Pupils from Christian faith families to talk openly about their beliefs and values in lessons and to grow in their faith.
- Children from other faith backgrounds to understand and be encouraged in their faith.
- Learners with no religious background to face the challenge of the Christian faith.
- Pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

Spiritual, Moral, Social and Cultural development

The Religious Education curriculum makes a very significant contribution to the spiritual, moral, social and cultural development of the children in our school. The spiritual development within the RE curriculum in a Church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offers pupils a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' 'to love one another is put into practice'. Cultural development 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.

Inclusion

All children regardless of their ability (including SEN/GAT pupils) or experience are able to access our RE curriculum at their own level. In order to provide work that is challenging and appropriate to the learning experiences of individual children it is necessary as in all subjects for the teacher to be aware of the needs/levels of attainment of individuals. Teachers are responsible for:

- Setting suitably challenging learning experiences.
- Responding to the diverse learning needs of pupils when planning lessons or units of work.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- SEN pupils may be supported by IEPs or statements. Teaching assistants will be deployed as appropriate to assist groups or individual pupils.

Assessment and record keeping

The subject approach to assessment, recording and reporting follows the whole school assessment policy guidelines and the guidelines in the Blackburn Diocesan Religious Education Syllabus. These achievements are reported to parents each year. Assessment for learning is used throughout the school and teachers make informal judgements that build on prior attainment levels to move children forward. Children are tracked on a termly basis and assessment and marking carried out which indicates progression through the curriculum. Children and parents are informed of their attainment achieved

each year via the end of year report. The subject leader for RE keeps a subject leadership file with samples of work from each level, photographs and examples of children's work. Each class keeps a 'class book' to further involve children in the assessment process of RE.

Resources

Resources for RE (teacher's books, videos, DVDs, artefacts etc) are kept in the central area of school and can be accessed by staff when necessary. There are sets of Bibles appropriate for use by both Key Stage 1 and 2 children accessible in the School library. Information books and story based RE books are also kept in the School library and are readily accessible to both children and staff. There is also a small number of resources kept in each classroom which are more relevant to the age and experience of the children in the class.

Monitoring

It is the responsibility of the subject leader for RE to monitor standards in the subject and inform staff and the governing body of areas of strength and areas that have been identified for development. The RE subject leader may monitor standards by conducting planning/work scrutinies, pupil interviews, learning walks and by conducting lesson observations.

Parental rights of withdrawal

Parents have the right to withdraw children from Religious Education and this opportunity is made clear in the School prospectus. The Worship and RE provided in the School 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 RE cannot insulate them from the religious life of the school.

Summer Term 2016

Date of next review - Summer Term 2018