

Clitheroe

St. James' C.E. Primary School

RE POLICY

Updated March 2019

RE Statement of Entitlement.

The Church of England Education Office 2016

RE must have a very high profile.

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.

Within the Church school, curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

Religious Education at Clitheroe St. James C.E. Primary School

R.E. plays a major part in promoting the Christian aims, values and ethos of the school as expressed in the Mission Statement:

“We believe that every child is special and have their own talents.

At Clitheroe St. James' C.E. Primary School, Christianity flows through everything we do whilst valuing other faiths.

All the children will be helped to take responsibility for their own learning and behaviour. They will be encouraged to always try to do their best and be proud of their work.

Clitheroe St. James' C.E. Primary School is an important and valuable part of the Church family and wider community.”

- At Clitheroe St. James' C.E. Primary School we believe that RE should be of the highest standard. RE reflects our school's distinctive Christian character.
- The Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.
- The Governing Body as a whole is responsible for determining the nature of Religious Education provided at our school.
- We have adopted the R.E. Syllabus produced by the Blackburn Diocesan Board of Education.

- *5% of curriculum time is allocated to R.E. in accordance with Diocesan guidelines.*
- *The majority of time is devoted to Christianity. This is approximately 80% of the curriculum time for Religious Education (as calculated when following the Diocesan syllabus), and the balance is allocated to other faiths (Judaism and Islam).*
- *Although RE and Collective Worship naturally compliment and enrich one another they are managed separately at our school.*

Our Intent

- *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.*

(Appendix One provides more detailed information.)

Spiritual, Moral Social and Cultural Development

- *Spiritual development within RE in our 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 offer 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' command 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.*

The contribution of RE to Christian and British Values

- *Christian values are at the heart of our school life. The work in RE contributes significantly to the development of these.*
- *RE is able to contribute to developing British Values through our exploration of Christianity and other faiths as we aim to help the children develop tolerance and respect for all.*

The Curriculum

- *We regard it as essential that our RE curriculum maintains a balanced approach of Learning about Religion and Learning from Religion (See Appendix Two).*
- *Units of work are based upon the R.E. Syllabus produced by the Blackburn Diocesan Board of Education.*
- *Reception, Key Stage One and Key Stage Two follow half-termly units of work for Religious Education (see appendix one).*
- *In the Reception class children are working on the Foundation Curriculum. The units covered from the Diocesan syllabus contribute towards the attainment of Early Learning Goals in the 'Personal, Social and Emotional Development' and 'Understanding the World' sections of the Foundation Curriculum.*
- *The units of work plan for progression of knowledge, skills and understanding throughout a pupil's time at St. James' Primary School. They aim to provide opportunity for children's development in RE – learning about religion and from religion.*

Special Educational Needs

- *In order to ensure that all children have access to the Religious Education curriculum it is necessary for teachers to consider the individual needs of the children within their classroom.*
- *Teachers will take into account differing abilities when planning, preparing and resourcing lessons.*
- *Teachers will take into account differing abilities when marking and evaluating lesson outcomes.*

Assessment, Recording and Reporting

- *We are aiming through assessing RE to ensure that we are providing quality and challenging activities for our children - it is to guide us with our planning and teaching and to give children the opportunity to achieve in RE*
- *We assess RE based upon whether children are working towards, have met or exceeded standards for their year group. We use the Blackburn Diocesan Units to plan our own assessments based on the areas of work we are covering.*
- *Twice a year, teachers carry out an assessment activity - it is not a test but rather an assessment of the where the children are working at on a particular activity - so it can be carried out at any point during the term, for any activity that is suitable to assess (Key Stage One and Two).*
- *Assessments are recorded and given to the RE Co-ordinator for monitoring.*
- *Teachers in the Foundation Stage continually assess pupils using the Foundation Stage Profile*
- *Teachers will give feedback to pupils either orally or through marking.*
- *Parents receive an annual report on pupil's attainment and progress in Religious Education.*

Monitoring and Reviewing

- *The Religious Education co-ordinator along with the Senior Management Team is responsible for monitoring The Religious Education taught in school.*
- *The Religious Education co-ordinator, in consultation with the school governors, is responsible for reviewing the policy document.*
- *The Religious Education co-ordinator, in consultation with the school governors, is responsible for modifying the Religious Education curriculum, if necessary.*
- *The Religious Education co-ordinator is responsible for reviewing Religious Education in the school and setting targets on an annual basis.*

Staff Development

- *Staff development is available through Diocesan courses and through cluster group meetings.*
- *The Religious Education co-ordinator will keep staff informed of developments, ideas and new resources in this area of the curriculum.*

Resources

- *Teacher and pupil resources are located in the curriculum cupboard in the junior hall and in Chestnut Classroom (a resource list is available).*

Parental rights of withdrawal in a Voluntary Aided school

- *'The Worship and Religious Education provided by Clitheroe St. James' 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 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 an accommodation. It may be that only some elements of Religious Education or Worship are objected to.*
- *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 body should make provision unless the circumstances make it unreasonable to do so.*
- *Should the governing body 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.*

APPENDIX ONE

RE at Clitheroe St. James' tries 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 at Clitheroe St. James' tries to 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.

RE at Clitheroe St. James' tries to 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.

APPENDIX TWO

Learning About Religion

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

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.*

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RE Co-ordinator: Mrs A. Blackburn

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