

# Halsall St Cuthbert's C.E. Primary School



## Religious Education Policy

**Policy Statement**

'Do your best, and let God do the rest'. Our school's mission statement encourages our children to do their best whilst developing their faith and love in God. In line with this we feel it is through high quality, carefully prepared and enthusiastically delivered R.E that our children have the potential to gain lifelong skills and flourish as individuals. At Halsall St Cuthbert's C.E. Primary we feel it is R.E. that can provide children with a foundation of values on which to build their lives, giving them the opportunity to start discovering who they are and their place in the world and give them a greater understanding of the faith and behaviour of their neighbours. Therefore, through R.E. they are being prepared for life!

Religious Education at Halsall St. Cuthbert's C.E. Primary school is firmly based on the Blackburn Diocesan Board of Education Syllabus for RE, Quest full RE 2013 for Foundation, KS1 and KS2, which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

**VALUES AND AIMS**

We believe at our school RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in our RE curriculum.

In line with the RE Statement of Entitlement 2016, RE at our school aims to enable our pupils of all abilities 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.
- know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling them to express their ideas and insights. (Buddhism, Hinduism, Islam, Judaism and Sikhism.)
- contribute to the development of their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

*(RE Statement of Entitlement: The Church of England Education Office 2016)*

**CHRISTIAN VALUES AND WORSHIP**

At Halsall St Cuthbert's C.E. Primary we aim to embed Christian values from the Bible. Each half term a Christian value is explored and promoted throughout all key stages. Children have the opportunity to listen to stories based on the Christian Value and ask questions to develop their understanding. Although worship forms part of our pupils learning about the Christian faith it is managed separately to our RE curriculum and has a separate timetable. Visits and links to church also enrich pupils RE learning experiences however they too form part of our Collective Worship rather than RE Curriculum time.

**OBJECTIVES****Learning**

Throughout the **Quest Full RE** syllabus pupils are introduced to and given opportunity to explore the big ideas of Christianity. Pupils learn about eight core concepts at the heart of Christianity that together tell God's big story. The core concepts are expressed in the Bible and

lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story. Throughout the syllabus pupils learn about the following core concepts of the Christian faith;

- **God the Father, Son and Holy Spirit** (Old Testament)
- **Creation** (Old Testament)
- **Fall** (Old Testament)
- **People of God** (Old Testament)
- **Incarnation** (New Testament)
- **Gospel** (New Testament)
- **Salvation** (New Testament)
- **Kingdom of God** (New Testament)

**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.

Through delivering the RE curriculum in our school we want pupils to access and achieve the following;

- 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.
- 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.;

### **Skills**

We focus on the following skills for learning in RE.

**Investigate** – this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.

**Express** – this includes:

- the ability to explain concepts, rituals and practices;
  - the ability to identify and articulate matters of deep conviction and concern;
- the ability to respond to religious issues through a variety of media.

**Interpret** – this includes:

- the ability to draw meaning from artefacts, music, works of art, poetry and symbolism;
- the ability to suggest meanings of religious texts.

**Reflect** – this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

**Empathise** – this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
  - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see issues from their point of view.

**Apply** – this includes:

- making the association between religions and individual community, national and international life;
- identifying key religious values and their interplay with secular ones.

**Discern** – this includes:

- explaining the significance of aspects of religious belief and practice;
  - developing insight into people, motives, actions and consequences;
- seeing clearly how individuals might learn from the religions they study for themselves

**Analyse** – this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

**Synthesise** – this includes:

- linking significant features of religion together in coherent ways;
- trying to connect different aspects of life into a meaningful whole.

**Evaluate** – this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;

weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

## **Teaching**

Designated time is allocated for the teaching of RE in our school. A minimum of 5% of the timetable teaching is designated to RE. There are also occasions when RE takes a larger slice of the curriculum, reflecting our School's greater commitment to the subject. The teaching and learning of Christianity occupies 80% of our timetable for RE. Therefore, **20%** of RE Curriculum time is devoted to non-Christian faiths.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

### **RE teaching specifically draws on the following:**

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in
- religious worship, encouraging respect whilst deepening knowledge
- parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, time for reflection, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

## **ASSESSMENT, RECORDING AND REPORTING**

The Blackburn Diocese Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined at the end of each unit. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing, but also on reflection, empathy and understanding. Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. In the Foundation stage, evidence of children's learning is recorded in a class floor book and classes in KS1 and KS2 add to a class scrap book. These books also form part of our judgements and assessments. This information is then highlighted on the end of unit assessment sheet. School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

## **CROSS CURRICULAR ISSUES**

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. There are clearly very special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

### **WITHDRAWAL FROM RELIGIOUS EDUCATION**

The Worship and Religious Education provided in our school is in accordance with the Church of England foundation. This foundation is also reflected in our curriculum and the whole life of our school community. Since the conduct of our 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.

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**Designated Members of Staff** Kate Hampson & Clare Harrison

**Governor Responsible** Rev Paul Robinson