



## Treales CE Primary School Religious Education Policy

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Updated by	<b>L Hill</b>
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## Religious Education Policy

Treales Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

As a school we strive to ensure that RE is of the highest standard, always striving for excellence and reflecting our distinctive Christian character. The management of RE is a distinctive role of the governors, Headteacher and subject leaders. It is in accordance with the Trust Deed and with the rites, practices and doctrines of the Church of England. The Governing Body as a whole has the responsibility for determining the nature of RE in our school.

Although RE and Collective Worship naturally compliment and enrich each other, they are managed separately. RE in our school lies at the very heart of our curriculum.

### Content and Time Allocation

- Our school adopts the Blackburn Diocese of Education Syllabus for RE – Questful RE, which reflects the National Framework.
- At least 5% of the curriculum time is devoted to RE.
- The syllabus is incorporated into other areas of the curriculum e.g. Computing, PSHE, History etc.
- Christianity plays an important role, taking up to between two thirds and three quarters of time available.
- The appropriate teaching about other faiths and world views are included.

We actively endeavour to match the statement of entitlement as outlined by the Church of England Education Office, 2016:

*“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.”* RE Statement of Entitlement: The Church of England Education Office 2016

### We express this distinctively through learning 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 responding personally to the transforming power of Jesus Christ.
- From developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm.
- From understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement.
- From examples of Christian living which give priority to the claims of justice, mercy, holiness and love.
- That we should have an empathetic response to the Christian faith and a critical engagement with it.

### **RE in our School should help pupils to:**

- think 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;
- 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 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;
- understand how Christian values underpin all that we do;
- become more rounded individuals and encourage pupils to consider others thoughts and feelings being at all times respectful to one another;
- provoke thought, meaning and lay down questful challenges to all pupils to understand God's Big Plan.

### **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.

### **Teaching and Learning of Religious Education Content and Approaches Within Classes:**

- pupils are taught individually, in a group and as a class.
- a variety of teaching and learning methods are used to present the curriculum to the pupils;
- teacher led sessions where information is provided;
- talk partners, where pairs of children discuss an issue before sharing their thoughts with the class;
- mixed ability group or paired work, where children discuss issues in small groups;
- class discussion where the children are invited to join in and express their personal opinions and share experiences;
- use of differentiated tasks where children of different abilities are able to work at their own level;
- use of role-play;
- use of religious artefacts;
- use of audio-visual aids to present material to the children;
- educational visits to gain first hand experiences;
- use of integrated ICT within RE lessons;
- invited guest speakers with relevant experiences;
- creative tasks that may include: singing, dancing, drawing, filming, acting, miming,

RE should equip pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for the great world faiths is fostered in RE within a Church School. 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, RE in our school 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;
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

**These are some examples of the distinctive features of the RE Curriculum in our School:**

- 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 Christ Church Treales Church and Blackburn Cathedral, to develop the understanding of the Church as a living community;
- welcoming visitors from the local 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 pupils; 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 contexts;
- the facility to listen to Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions;
- access to Christian artefacts that are used with care, respect and confidence;
- a sacred space that can be used as a focus for prayer (written and verbal) and silent reflection;
- encouragement of mutual respect based on Christian values, which are promoted both in practice and visually around school. Here, pupils and teachers are able 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 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.

**British Values**

At Treales Church of England Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

Democracy;

The rule of law;

Individual liberty;

Mutual respect;

Tolerance of those of different faiths and beliefs.

Within Religious Education, British values are explored by teaching the children about other World Faiths and Family Relationships.

**Christian Values**

At Treales Church of England Primary School, we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence.

The school vision and aims are underpinned by the Christian Values as well as the behaviour strategies and pastoral support. Our Christian values are courage, community, truth, justice, peace and love.

### **Spiritual, moral, social and cultural development**

Spiritual development within RE in a Church School enriches and encourages the pupils' discovery and quest 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 - along with embedded Christian values, 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.

### **World Faiths**

The following other world faiths are studied:

KS1 – Judaism and Islam

LKS2 Judaism and Islam

UKS2 – Hinduism and Islam

### **Assessment and Record Keeping**

Each class follows the guidelines within the Questful RE Diocese Education Syllabus. Long term and weekly records are kept in cohort RE books and floor books, planning files, and assessment sheets. The RE Subject Leader will regularly monitor planning, scrutinise RE floor books and pupil's books, observe lessons and keep a portfolio of evidence. Cross-curricular work is encouraged.

### **SEND, AGT, Inclusion**

Every child shall have equal access to the RE curriculum and be supported and stretched to fulfil their needs. Work should reflect the standards achieved in English and other areas of the curriculum. All children will have opportunity to voice their beliefs and opinions.

### **Resources**

All resources and artefacts are located within individual classes.

Appropriate courses and web sites will be placed on the staffroom board or brought to the attention of staff in staff meetings. Any course attended will be disseminated through a staff meeting.

Each staff member has a login for Questful RE.

### **Parental Rights of Withdrawal**

The Worship and Religious Education provided by our 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. However, if there is a specific element of objection then the Headteacher will explore the reasons for the request and seek to arrive at an accommodation.