



# RE POLICY

The 1988 Education Reform Act establishes R. E. as part of the basic curriculum and requires that it be provided in county and voluntary schools in accordance with the requirements of the 1944 Act.

As St. Anne's is a voluntary aided school, we are required to teach R.E. according to the Trust Deed and syllabus which the governors and diocese prescribe. This policy aims to reflect the school values and philosophy as set down in the Mission Statement. It sets out a framework based on the Syllabus for Manchester Diocese to be used in Church of England Voluntary Schools.

Religious Education and Collective Worship naturally compliment and enrich one another. However they are delivered and managed separately, each with its own policy.

All staff and governors have access to a copy of this policy and a copy will be made available on request to all who request one.

## Aims

- To aid pupils on their spiritual journey (whatever faith background or if they have no faith) and everything the school offers in R.E. must help pupils search for his/her own meaning.
- To offer pupils a firm grounding in the principles and practices of Christianity, especially as represented by the Church of England.
- To recognise the society in which all children are growing up and offer the opportunity to explore other faiths represented in Britain today.
- To encourage a sensitive understanding of the activities and beliefs of others.
- To provide experiences where a sense of the spiritual and feelings such as wonder, delight, joy, and mystery may occur and to provide an opportunity for children to reflect upon these experiences.
- to support pupils exploration of themselves as individuals: as social beings and recognising their own values and priorities and as developing beings who pass through significant stages in life.
- to develop confidence and competence in dealing with moral issues, choices and dilemmas, paying attention to the development of empathy; skills of moral reasoning and commitment to the highest principles and aspirations.

Religious Education lies at the heart of our curriculum at St Anne's and therefore has high status in the school timetable. Because of this,

- Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS;  
At least 5% of curriculum time is devoted to RE;
- Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available;
- There is appropriate teaching about other faiths and world views included.

It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1) and Learning from Religion (Attainment Target 2).

### **Learning about Religion (AT1)**

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 (AT2)**

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.

### **Other Faiths**

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

Therefore RE in Church Schools 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;
- enrich their own faith through examples of holy living in other traditions.

### **Distinctive content of the Religious Education Curriculum in a Church 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 the local parish Church and a 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;
- skills to confidently use religious language to express knowledge and opinions;
- 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, 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 and silent reflection;

## Teaching and Learning Methods

### Early Years Foundation Stage

The foundation stage curriculum is organised into six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

RE can make some contribution to all these areas, but has particularly strong links with 'personal, social and emotional development' and 'knowledge and understanding of the world'. It should also contribute significantly to pupils' creative development and to communication, language and literacy.

- The role of RE at the foundation stage is to affirm, encourage and challenge children on their spiritual journey.
- RE should provide children with rich and stimulating experiences whatever the home religious or philosophical background, as well as helping them to develop their ability to reflect and respond.
- Progress at this stage is cumulative rather than sequential; it should include some sense of things spiritual and their worth.

The basic principle is to start with the children and their families represented in the group or setting.

Religious Education teaching will, therefore:

- draw on and contribute to children's experience of religion, especially in relation to events, people and places in their immediate environment.

Each unit begins with the exploration of a collection of objects in a box, a **Chatterbox**. The objects are carefully chosen to create discussion and questions that lead to activities covering the content of the unit. However, the children may lead the teacher in a different direction! This is exactly how it should be with the children's interest driving the topic but, in order to ensure that the children are experiencing RE, there may be the need for some teacher initiated activities.

### Key Stage 1

- The grid in the appendices shows which units are taught in which year groups.
- Additional 'supplementary' units can be taught to the whole class or to a group as a challenge.
- Non-Christian faiths are taught in Year 1 AND Year 2.
- RE will be taught for a minimum of 36 hours per year.

## **Key Stage 2**

- The grid in the appendices shows which units are taught in which cycle.
- There is a 4 year cycle to ensure that all units are covered.
- Each KS2 class teaches the same units in the same year. The pitch is differentiated to suit abilities.
- Additional 'supplementary' units can be taught to the whole class or to a group as a challenge.
- Non-Christian faiths are taught in ALL year groups.
- RE will be taught for a minimum of 45 hours per year.

### **Teaching Style**

Whole class teaching usually takes place. At both Key Stages the opportunity must be grasped to:-

- listen and talk to "real" people to see how they understand their faith
- arrange visits by members of faith communities
- visit St. Anne's Church and other places of worship
- make and taste food.
- experience the feeling of silence and create opportunities for reflection/prayer
- listen to sounds
- explore artefacts
- look at sculptures and paintings
- conduct surveys and interviews
- discuss and reflect

### **Planning**

The Long term plan is collaboratively agreed and established as a whole staff and subject leader.

Each class teacher is responsible for planning how they cover the scheme of work for R.E. within their class using the grid. The class teacher evaluates the work when completed. This is reflected in pupils' records. Each teacher should have a copy of the Blackburn Diocesan Scheme of Work which will form the basis for their long and medium plans.

### **Spiritual, Moral Social and Cultural development.**

Spiritual development within RE 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 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.

### **Equal Opportunities and Multicultural Education**

See Equal Opportunities Policy.

### **Special Educational Needs**

See SEN Policy.

### **Able, Gifted and Talented**

All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly.

## **Resources**

Some resources are stored centrally in the stock room but the split site nature of the school has led to the majority of resources being stored within the teaching and learning areas where they will be used.

Resources include:

- bibles and references to the bible and other special books
- other books
- people and visitors
- cassettes
- video's
- C D ROM's/Internet
- TV and radio programs
- the local church and other local places of worship
- any local accessible recourse centres
- artefacts / clothing / ICT resources

## **Professional Development**

In line with the job description, the subject leader will:

- keep abreast of new resources
- attend relevant courses
- keep staff up to date with Diocesan news and developments and disseminate information to staff.

There is a cost centre allocated to RE for resources that may be required throughout the year.

## **Assessment**

Assessment and record keeping are in accordance with guidance given in the Blackburn Diocese Board of Education RE Syllabus.

Each child will have their own RE book and each class will have an RE 'scrapbook'. The scrapbook will contain evidence of pupils' discussions, comments and ideas, visits and visitors, photographs, group work, post-it notes and printed work from the interactive whiteboard.

The 8-level scale is used as a tool to assess pupils understanding. Assessment activities should take place at the end of each unit.

## **Monitoring / Evaluation**

The subject leader will monitor the teaching and learning of R.E. by using their knowledge of the syllabus for R.E. throughout the three phases of education in conjunction with the Headteacher. This will include discussion with all staff focusing on individual planning and offering guidance and support with teaching strategies and use of resources.

Evaluation will be undertaken by the class teacher using the planning format, classroom observations, samples of work, monitoring of displays and talking to pupils. An overall subject evaluation will be the responsibility of the subject leader and this will be reported to Governors as part of the Subject Leader Monitoring Policy.

## **Success Indicators**

- Are children given a means to explore their feelings and are they encouraged to share new thoughts and experiences if appropriate to do so?

- Are children offered a firm grounding in the principals and practices of Christianity as represented by the Church of England?
- Are children given the opportunity to explore faiths represented in Britain today?
- Are children encouraged to adopt a sensitive understanding of the activities, attitudes and beliefs of others?
- Are children provided with experiences where a sense of the spiritual and feelings such as delight, joy and mystery may occur?
- Are children given an opportunity to reflect upon these experiences?
- Do children display or demonstrate confidence and competence in dealing with moral issues, choices and dilemmas?

**Review:** This policy will be reviewed within a two year cycle or before if there are changes in legislation or in Diocesan recommendations.

**Review Date** September 2017