

St James C.E Primary School



R.E Policy

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

St James is a Church of England Voluntary Controlled school therefore we deliver R.E in accordance with the locally agreed Manchester syllabus and all other legal requirements.

St James is an increasingly effective church school where children achieve well and grow to be thoughtful, caring, confident and responsible individuals. The schools 12 Christian values underpin the work of the school and have a positive impact on the strong relationships between the children, adults and the community it serves.

Religious Education in a Church School lies at the very heart of the curriculum. Governors have adopted the Blackburn Diocesan Board of Education Syllabus for R.E which reflects the National Framework for R.E, the National Society Statement of Entitlement that:

- at least 5% of curriculum time is devoted to R.E;
- Christianity plays a central role in R.E, taking up between two thirds and three quarters of the time available;
- appropriate teaching about other faiths and world views is included.





St James CE Primary School Mission Statement

Building better futures together through.....

...based on Christian Values

Here at St James we encourage children to understand our Christian values **Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness**. We promote Christian values through the celebrations such as Christmas, Easter and Harvest, and through prayer and reflection. Through reflection and prayer we also work to take each child on their own faith journey.

...by nurturing each child's faith journey

Here at St James we want all our children to grow in their own faith. For our younger children, linking the major festivals gives a structure within which to deepen their knowledge of their own faith story.

...through enabling "Life Long" Learning

Here at St James we promote lifelong learning through the progression of key skills, such as reading and writing but also through developing life experiences such as going to the Post Office.

...by promoting high standards

Here at St James we promote the very highest academic standards, moving from concrete operations, to the abstract ensuring mental agility based on sound practice. All our children learn their times tables in our Assertive Mentoring Programme and old fashioned life skills for a modern child.

...through nurturing enquiring minds

Here at St James we encourage all our children to get a love of learning that takes them beyond the classroom into the wider world. Children are able to investigate and find answers to the questions they have generated. Developing an inquiring mind is a key skill in the promotion of deep learning as well as leading you down new unexplored paths.....

...by valuing ourselves and others

Here at St James children are encouraged to go on a path of self-discovery. Children learn how to take responsibility for their own learning and personal development, as well as how to treat and respect others.

...by striving to succeed

Here at St James we work together to overcome any obstacles, however challenging, to achieve our goals. We try and try again, building resilience which helps us deal with any disappointments on our journey to success.

...through the celebration of diversity

Here at St James we believe that our differences make us stronger. Learning from each other, our traditions and our shared history.

Rationale/Aims for Teaching RE

At St James we believe that Religious Education contributes dramatically to children's lives. R.E is taught in accordance with The Manchester agreed syllabus, our aim is that Religious Education will:-

- encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- provoke challenging questions about the meaning and purpose of life, beliefs about God, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe and wonder and mystery

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

Knowledge in Religious Education

- The life of Jesus
- The Bible
- The Church
- Festivals and Celebrations
- The Christian way of life
- Non-Christian faiths

Pupils should be helped to develop skills for learning through Religious Education. Progress in R.E is dependent on the development of a range of skills which enable pupils to understand the concepts of experience, enquiry, encounters and explore and engage.

Attitudes in Religious Education

Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are

fundamental to Religious Education. These attitudes enable learners to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE.

- 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.;
- The contribution RE makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

- RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at
- Each of the four levels outlined in DCSF guidance.
- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

- RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.
- RE is an important subject in contribution to the schools development as a Rights Respecting School.

The Teaching of R.E

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, taking into account the need to offer breadth of content.

Religious Education at St James Primary School is delivered in the following way. In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Early Years

Early Years R.E follows the guidelines as laid down in the Manchester Syllabus adopted from the Blackburn diocese. Learning experiences and opportunities in the Early Years Children should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage children
- directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities;
- get to know and use religious words accurately e.g. God, Bible, synagogue, church prayer
- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells);
- make and do – make festive food, role play, dress up, dance;
- have times of quiet and stillness;
- share their own beliefs, ideas and values;
- talk about their feelings and experiences;
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live;
- begin to use ICT to explore religious beliefs as practised in the local and the wider community.

In accordance with the structure of the locally agreed syllabus we have agreed that these units (see overview below) will be taught yearly to support phase group working and to link with our international primary curriculum structure:

EYFS KS1 and KS2

In accordance with the structure of the locally agreed syllabus we have agreed that the following units (see overview below) will be taught to support phase group working and to link with our international primary curriculum structure:

Class	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term							

Autumn 1	I am special Harvest	1.1 Harvest 1.9 My word Jesus world Non-Christian Faith: Sukkot – the Jewish Harvest Festival	2.1 – The Bible – Why is it such a special book? Non-Christian Faith: Special books	3.6 – Harvest 3.1 Called by God Non-Christian Faith: Rules for living the Jewish way of life and Jewish Prayer	4.1 – God, David and The Psalms	5.1 – How and why do Christians read the Bible? Non-Christian Faith: Sacred Books – The Torah and The Qu'ran	6.1 – Life as a journey and a Pilgrimage Non-Christian Faith: What names do other faiths give to God?
Autumn 2	Christmas	1.3 – Christmas – Why do we give and receive gifts?	2.2 – Christmas – Why was the birth of Jesus such good news?	3.2 – Christmas. God with us	4.2 – Christmas – Exploring the symbolism of light Non-Christian Faith: Hannukah (The Jewish Festival of Light)	5.2 Christmas – the gospels of Matthew and Luke	6.2 – How do Christians prepare for Christmas
Spring 1	Stories Jesus Heard Stories Jesus Told	1.4 – Jesus was special	2.3 – Jesus, friend to everyone	3.3 Jesus the man who changed lives	4.3 – Jesus the Son of God	5.3 – Jesus the teacher Non-Christian Faith: Muhammed as the Prophet of Allah	6.3A – Why is the Exodus such a significant event in Jewish and Christian history? 6.3 Why do Christians celebrate the Eucharist?
Spring 2	Easter	1.5 – Easter – Celebrating new life and new beginnings	2.4 – Easter- How do Symbols help us understand the story, signs and symbols?	3.4 – Exploring the sadness and joy of Easter	4.4 – Exploring Easter as a story of betrayal and trust	5.4 – Why do Christians believe that Easter is a celebration of victory?	6.4 – Easter – Who was Jesus?
Summer 1	Special Places Special Times	1.2 – God and Creation	2.5 – Why is the church a special place to Christians? Non-Christian Faith: Places of worship – The Mosque, The Synagogue	S10 Proverbs	4.5 – Are all churches the same?	5.9 Pentecost, what happened next?	6.6 – Ideas about God
Summer 2	Friendship	1.7 – Why is Baptism special?	2.6 – What happened at the Ascension and Pentecost?	3.5 – Which rules should we follow?	4.6 – What is prayer?	5.5 – Exploring the lives of significant women in the Old Testament	6.7 – People of Faith

Assessment and Recording of R.E

In line with the school policy on assessment and recording it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. At the end of each unit the class teacher will record the level achieved by each pupil. The level achieved will be used by the subject leader to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The assessment and expectations of RE are based on the QCA National Expectations (8 Level Scale) 2004.

Learning about religion (Attainment Target 1)

We learn about:

- The God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;

- The God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- The God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from religion (Attainment Target 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 the 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.

Each main unit of work is assessed every half term for years 1 to 6.

Levelled assessment statements for both Attainment Targets are used for used each unit and teachers assess each child against each statement. These statements are individually levelled and this gives each child an attainment level from which progress can also be measured.

Progress of cohorts, gender, SEND and PPG are also compared for indicators that all children are making progress.

The assessments are ongoing, though there can be end of unit activities as necessary. At the end of each unit opportunities for assessment have been suggested.

Monitoring

The RE subject leader will monitor RE within the school through analysis of assessment data, class observations, scrutiny of books and talking to the children each year. Any issues picked up will be fed into the SIAS self-evaluation form and addressed at staff meetings, INSET and working with teachers and/or Governors.

The subject leader is responsible for contributing to the Church School self-evaluation process (SIAMS) making sure it is regularly updated alongside the Collective Worship co-ordinator.

As a core subject regular monitoring of R.E occurs in the form of worship monitoring, book scrutiny and R.E lesson observation as well as monitoring of R.E floor books.

Responsibilities for R.E within the school, (Co-Ordinator, Head teacher and Governors)

As well as fulfilling their legal obligations, the governing body and principal should also make sure that:

- all pupils make progress in achieving the learning objectives of the R.E curriculum
- the subject is well led and effectively managed and that standards and achievement in R.E and the quality of the provision are subject to regular and effective self-evaluation
- those teaching R.E are suitably qualified, if appropriate, supported by teaching staff with planning, assessment etc. and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support R.E learning objectives and promote community cohesion
- clear information is provided for parents on the R.E curriculum and the right to withdraw
- teachers are aware that they do not have to teach R.E unless specifically appointed to do so

- R.E is resourced, staffed and timetabled so that the school can fulfil its legal obligations on R.E and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach R.E, the head teacher ensures that pupils receive their entitlement to R.E. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

The right of Withdrawal from R.E

At St James Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at St James Primary School.

Review

This policy will be reviewed every 3 years. It is due for review in March 2025.

Linked Documents:

- R.E handbook
- Worship Policy