

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

'Building together, with Jesus, for a better future.'

Core Christian Values: Kindness, Respect, Honesty, Commitment, Belonging, Empathy, Independence.

1. Rationale for RE at St Chad's C.E. Primary School

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. RE is a core subject within our school curriculum and our core Christian values underpin our work throughout the school. RE plays a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

The Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

2. RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (June 2016). Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE at St. Chad's C.E. Primary School. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

3. The RE curriculum

RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion - symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make - including believers - and suggest possible outcomes
- Compare their own experience and identity with others - including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

4. Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	Helping each pupil develop their own informed values
Social	Helping pupils understand some major forces shaping the values of our society
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with Character Education and British values. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

5. The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring systems of assessment are in place and are in line with the Local Agreed Syllabus
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

6. Right to withdrawal - see appendix

At St Chad's C.E. Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

7. Current RE practice and principles

At St Chad's we deliver RE in line with the Staffordshire Agreed Syllabus (2016). RE is taught through the use of the diocesan resources 'Understanding Christianity' and the Religious Education Guidance Scheme of Work (2017). The use of these resources as a school allows us to deliver a broad curriculum that embodies our core Christian values. Through the use of the 'SACRE Staffordshire Agreed Syllabus (2016)' our teaching aims will be achieved through the three themes - exploring, engaging, reflecting.

Exploring: Pupils will acquire an increasing core of insightful knowledge concerning Religions and beliefs both in Britain and more global terms; by exploring religious beliefs, teachings and practices - so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

Engaging: They will develop a capacity to engage with ultimate questions and formulate their own sense of identity and values; by engaging with fundamental questions - so appreciating the human and religious questions that are raised by life and its experiences and through which meaning, significance and value are forged,

Reflecting: They will acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society; By reflecting - on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Early Years

In our Early Years department, Religious Education is a very valuable part of the children's learning as they move through the key stage. During the time our children spend in the foundation stage the children explore religious teachings through their child-initiated learning topics. Through these topics children explore a range of religions including: Christianity, Islam Judaism and Hinduism. Children explore the world of religion in terms of special people, books, times, places and objects and through visits from local religious people. Children are introduced to religious vocabulary and are encouraged to explore their own spirituality through the use of our class reflection areas. An emphasis is placed on remembering the school values to ensure they develop strong morals and values. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key Stage 1 and 2

In Key Stage 1 and 2 our children study a range of different faiths and explore, engage and reflect on how these faiths are similar and different. Children are taught to be respectful of each religion and are guided to ask their own questions about each faith. We believe that Religious Education should be an exciting subject. Therefore, a variety of activities are planned in our lessons including art, drama, discussion, use of ICT for research, exploring artefacts, foods, pictures, photographs, visiting places of worship and listening to people from different faith groups. Assessment of children's religious knowledge is important to us as a school and children's progress and attainment is tracked throughout their time at St Chad's C.E Primary School. Assessment is both formal and summative. Children's learning is recorded not only through a range of writing e.g. letters, diaries and recounts, stories, notes, information and explanation writing but also through pictures and artwork, photographs of drama or notes following class discussions.

8. Equal Opportunities

All children are given access to the same learning opportunities. Account is taken of children with special educational needs and gifted and talented learners through differentiation of task and outcome and a planned balance of class teaching and group work and providing resources of different complexity. All pupils should be able to feel secure in their study of Religious Education whatever the religious or non-religious tradition of their home.

9. Current Topics Overview

St Chad's C.E. (VC) Primary School: Religious Education Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	CREATION/GOD F1 Why is the word God so important to Christians?	INCARNATION F2 Why do Christians perform nativity plays at Christmas?	Why are some stories special?	SALVATION F3 Why do Christians put a cross in the Easter garden?	What happens in our church?	What makes every person special, unique and important?
Yr1/KS1A	GOD 1.1 What do Christians believe God is like?	What are festivals and why do we have them?	What do Muslims believe?	SALVATION 1.5 Why does Easter matter to Christians? <i>(Core learning)</i>	How do Christians talk to God?	How can I make a difference in the world?
Yr2/KS1B	CREATION 1.2 Who made the world?	INCARNATION 1.3 Why does Christmas matter to Christians?	What do Jews/Sikhs/Hindus believe?	SALVATION 1.5 Why does Easter matter to Christians? <i>(Digging deeper)</i>	GOSPEL 1.4 What is the Good News that Jesus brings?	What is faith and what difference does it make?
Yr3/LKS1A	INCARNATION/GOD 2a.3 What is the Trinity? <i>(Core learning - Baptism and the Grace)</i>	What are festivals of light?	What can we learn from a mosque?	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost?	Is life like a journey?
Yr4/LKS2B	CREATION/FALL 2a.1 What do Christians learn from the creation story?	INCARNATION/GOD 2a.3 What is the Trinity? - <i>(Digging deeper - the Incarnation)</i>	What can we learn from a synagogue/ Gurdwara /Mandir?	How do Christians remember Jesus' last supper?	GOSPEL 2a.4 What kind of world did Jesus want?	PEOPLE OF GOD 2a.2 What is it like to follow God?
Yr5/UKSA	GOD 2b.1 What does it mean if God is holy and loving?	How do people express their faith through the arts?	What are the five pillars of Islam?	SALVATION 2b.6 What did Jesus do to save human beings?	KINGDOM OF GOD 2b.8 What kind of king was Jesus?	What is the worldwide church?
Yr6/UKS1B	CREATION/FALL 2b.2 Creation and science conflicting or complementary?	INCARNATION 2b.4 Was Jesus the Messiah?	What does it mean to live as a Jew/Sikh/Hindu/Buddhist today?	SALVATION 2b.7 What difference does the resurrection make for Christians?	GOSPEL 2b.5 What would Jesus do?	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?

10. SIAMS

St Chad's Church of England Primary School will receive a Section 48 SIAMS inspection that will give a judgment on the progress, achievement, teaching, learning and overall effectiveness of RE in the school. The contribution of RE to the school's distinctive Christian character will be assessed as will the impact of RE on SMSC and the way in which the subject is meeting the needs of learners and moving them forward in their personal spiritual journey.

Revised	Spring 2019
Review Date:	Spring 2020

APPENDIX 1

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the *Statutory Inspection of Anglican and Methodist Schools (SIAMS)*, whether VC, VA or academy.

Parents have the legal right to withdraw their children from 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. (Non-statutory Guidance 2010)*

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (*Non-statutory Guidance 2010*)

It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests do not hamper their responsibilities to ensure equality for all and the promotion of British Values.