



## RELIGIOUS EDUCATION POLICY STATEMENT – Jan 2021

**Religious Education at St Margaret's lies at the very heart of our curriculum.**

Our mission is to develop the academic attainment of each individual child to his/her fullest potential – providing 'A Place to Become' – ensuring the social and emotional well-being of the child, giving opportunities for the development of initiative, self-confidence and self-discipline and setting moral standards within the context of the Anglican (C of E) faith. Our ethos statement emphasis the distinctively Christian values of Faith, Hope and Love.

St Margaret's Church of England Aided Primary School follows the syllabus for Religious Education produced by the Diocese of Blackburn (BDBE). This syllabus provides a scheme of work for Religious Education in Church primary schools. It takes into account the fact that some schools, like ours, have a large percentage of children who are of other faiths: we aim to develop the children's knowledge and understanding of the major world faiths, and address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. Parents who send their children to our school know that it is a church school and expect us to be faithful to its foundation, whilst respecting other faiths. We help the children to **learn from** religions as well as **about** religions. At St Margaret's we know how relationships with members of the local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

### 1. AIMS OF RELIGIOUS EDUCATION WITHIN OUR SCHOOL

- † To aid children in their spiritual life by encouraging them to develop an awareness and respect for God.
- † To assist in the search of the meaning of life.
- † To have the opportunity to grow in self-awareness and feel valued as a person.
- † To have a positive response to people and the world around us.
- † To experience awe and wonder.
- † To develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain today.
- † To introduce pupils to the knowledge of the major faiths of the world - so they can describe, explain and analyse their beliefs, teaching practices and effects – recognizing the diversity which exists within and between communities and among individuals.
- † To introduce ethical and moral issues such as an understanding of good and evil.
- † To develop an awareness of spiritual and moral issues in life experiences.
- † To help children recognise that religion should be an integral part of life.
- † To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.

### 2. LEGAL REQUIREMENTS

Religious Education at St Margaret's will meet legal requirements by:

- † its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in nursery classes. However, at St Margaret's, pupils in nursery also take part in RE.
- † reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- † teaching RE in accordance with locally agreed diocesan guidelines – at least 5% of curriculum time will be spent on RE (60 mins for KS1 children and 75 mins for KS2 children)

### 3. SCHEME OF WORK

The scheme of work is intended for all staff with responsibility for the teaching of Religious Education from Reception to Year 6. The detailed programme of study for each year group can be found on the schools internal system. Learning overviews are produced by the RE Coordinator at the beginning of each unit which highlight: values to be explored; aim of the unit; key questions; key experiences (including any visits/visitors) and learning outcomes.

### 4. QUALITY OF TEACHING AND LEARNING.

- † We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- † Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking.
- † We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- † Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.
- † We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
  - † setting common tasks which are open-ended and can have a variety of responses;
  - † setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - † grouping the children by ability in the room and setting different tasks for each ability group;
  - † providing resources of different complexity, adapted to the ability of the child;
  - † using teaching assistants to support the work of individuals or groups of children.

### 4. SCHOOL ORGANISATION.

RE is taught by teachers in all classes. As a Voluntary Aided Church school, 5% of the weekly timetable is given to RE Teaching and of that between 70 and 80% is given to the teaching of Christianity. RE is

usually taught weekly, however, there are occasions when a faith day/week might be held and RE teaching is blocked.

#### 5. ASSESSMENT, RECORD KEEPING AND REPORTING

In accordance with guidance given in the BDBE RE Syllabus, we use the National Framework, Non-Statutory Attainment Targets for RE. Please see Appendix One (p five) which outlines the assessment process to be followed. Learning overviews (in individual pupils' books) provided formative records of assessment. The overviews provide children with a 'road map' for the unit and facilitate more effective assessment: allowing teachers to establish and understand clearly what pupils already know and adapt accordingly; enabling staff to design challenging learning tasks using the key questions and learning outcomes; providing a framework to quickly formatively assess each child as the unit progresses. The learning overviews will also support children's work being marked using comments that will further develop RE knowledge and skills and an end of year comment, clearly linked to the BDBE 'Ladder of Expectation and Achievement'.

#### 6. EARLY YEARS STATEMENT

Children in the Foundation stage will be working towards the developmental area of Understanding of the World. Plans for RE include reception.

#### 7. INCLUSION AND EQUAL OPPORTUNITIES

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths. Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Children with special educational needs will receive help from support staff according to the nature of the task. All work is differentiated to meet the needs of individual children. All children are given equal opportunities in all aspects of work arising from the RE curriculum. Our teaching is of an informative rather than experiential nature so that beliefs are not imposed on any child.

#### 8. MANAGEMENT OF RELIGIOUS EDUCATION

In Voluntary Aided Schools, the management of Religious Education is a distinctive role of the governors and headteacher. RE is in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.

The Co-ordinator is there to assist and advise in all areas relating to the teaching of RE. Monitoring of planning will be carried out within the requirements of the School Development Plan. Provision of RE Resources will be achieved in consultation with staff in order to meet their teaching needs within the constraints of the budget.

#### 9. 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.

Learners' spiritual, moral, social and cultural development is also enriched, as is the whole of the Christian vision for the school, by the St Margaret's Promise which should be read in conjunction with this policy document.

## 10. VISITS AND VISITORS

St Margaret's understands the importance of visits and visitors to a pupil's experience of RE. We aim to arrange at least one visit/visitor for each KS1 and KS2 class. During their time at our school, pupils will have the opportunity for:

Year 1 – St Margaret's Church (Baptism Unit), Muslim visitor (Special Books/Baptism Unit)

Year 2 – Hindu temple and European Islamic Centre (Place of Worship Unit)

Year 3 – St Margaret's Church, Muslim visitor (Rules for Living Unit),

Year 4 - Hindu temple and European Islamic Centre (Sacred Places Unit)

Year 5 – St Margaret's Church, Muslim visitor (Sacred Books unit), Golden Temple Visit (virtual)

Year 6 – Manchester Cathedral, Buddhist temple visit (virtual), Pilgrimage to Hajj (visitor)

These visits are arranged by year group leaders/class teachers with the support of the RE Subject Leader. Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work.

## 11. RELIGIONS AND WORLDVIEWS

St Margaret's has followed the Blackburn Diocesan guidelines and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

EYFS: Christianity, Hinduism and Islam

KS1: Christianity, Hinduism, Islam and Judaism

KS2: Christianity, Hinduism, Islam, Sikhism and Buddhism

In line with the syllabus guidelines, a minimum of 70% of time will be spent on Christianity (maximum of 80%) with 20 to 30% of time devoted to non-Christian faiths.

## 12. Parental Rights of Withdrawal in a Voluntary Aided School

Parents may withdraw their children from Religious Education as they may in any school . . .

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. 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.' (Wording from Church of England Board of Education)

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing body to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience,

arrange for their children to attend another school where Religious Education is provided according to the Agreed Syllabus. The governing body **should** make provision unless the circumstances make it unreasonable to do so.

Should the governing body be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

13. Monitoring, Evaluation and Review

This policy will be reviewed at least every two years, the effectiveness and any complaints related to this policy will be shared in the termly 'Ethos, Safeguarding and Behaviour' committee.

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Prepared by: R. Whittle (RE coordinator) and D Whittle (Headteacher). January 2021

Reviewed date: January 2023

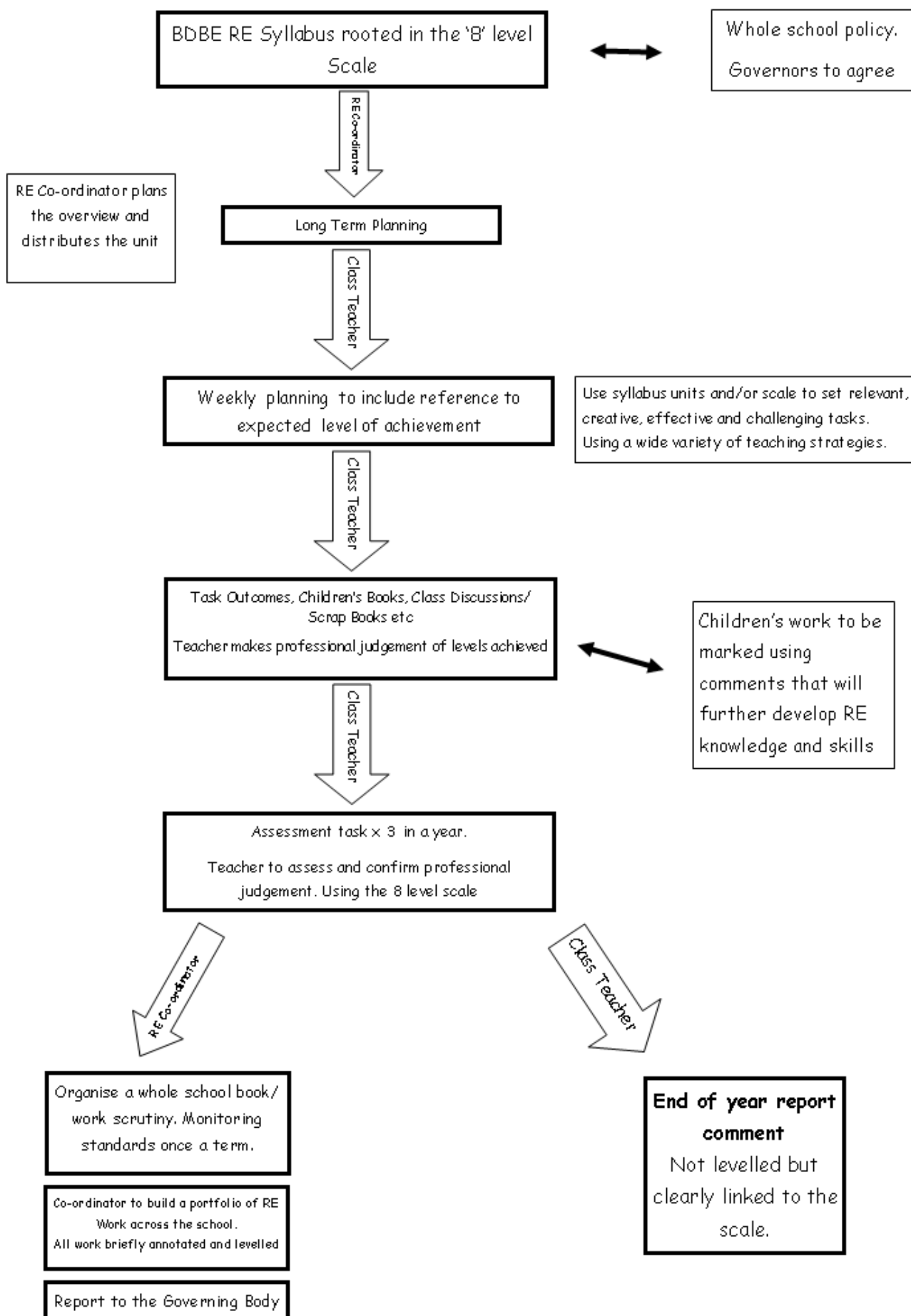
Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

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Appendix One – Process of assessment

Appendix Two – Example of learning overviews used

Appendix One – Process of assessment



**Key Questions:**

What does 'Church' mean?  
 Are all Churches the same?  
 What does it mean to belong to a Church?  
 What have you learned about the Church?



**RE Unit 4.5 – The Church (6 hours)**

**Week beginning 5<sup>th</sup> September 2016**

**Key Values: faith, respect, reverence**



**The aim of this unit is to:** give the children an understanding of the Church in its widest sense. To see the similarities and differences between denominations and to develop further their concept of symbolism.

**Key Experiences:** visiting the Parish Church and at least one Church of a different denomination followed by a discussion of the similarities and differences.

**Programme of Study to Include:**

- Discussing Jesus' words to Peter, 'You are the rock on which I will build my Church;'
- Looking at pictures of Churches from around the world;
- Visiting and exploring the Parish Church and at least one other from a different denomination e.g. Methodist, Baptist or Roman Catholic;
- Finding out what happens in a Church and Church community life;
- Exploring in more depth the symbolism in the Church (colours, artefacts, etc).

Learning Objectives		
Pupils should.....		
AT1	<ul style="list-style-type: none"> <li>• be able to use religious language to name parts of the Church building;</li> </ul>	<b>Level 2</b>
	<ul style="list-style-type: none"> <li>• be able to make links between Bible stories and the church building/contents;</li> </ul>	<b>Level 3</b>
	<ul style="list-style-type: none"> <li>• be able to describe how the use of the Church building reflects Christian belief;</li> </ul>	<b>Level 3</b>
	<ul style="list-style-type: none"> <li>• analyse some of the similarities and differences between Anglican, Methodist and Catholic Church buildings and traditions;</li> </ul>	<b>Level 4</b>
AT2	<ul style="list-style-type: none"> <li>• evaluation – describing how and why religious people show the importance of symbols, key figures, texts of stories.</li> </ul>	<b>Level 3 - 4</b>
	<ul style="list-style-type: none"> <li>• investigate religions and beliefs – asking relevant questions;</li> </ul>	<b>Level 3</b>
	<ul style="list-style-type: none"> <li>• reflect on their own values and behaviour.</li> </ul>	<b>Level 3</b>