Religious Education Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship and co-operation to help us flourish academically, emotionally and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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OUR CHRISTIAN FAMILY VALUES

As a school, we have agreed on the following Christian Family Values:

- **Love**
- **Hope**
- **Thankfulness**
- **Humility**
- **Respect**
- **Friendship**
- **Justice**
- **Truth**

SINGLE EQUALITIES

At Baxenden St. John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

CONTENT AND TIME ALLOCATION

The school uses the 'Religious Education Syllabus for Church Schools' as provided by The Blackburn Diocesan Board of Education (BDBE)-Questful RE 2017, which includes reference to the 'Understanding Christianity' Syllabus and the Christian Concepts. This reflects the RE Statement of Entitlement from the Church of England Education Office 2016.

A detailed curriculum map (which can be found on our school website) has been developed to identify units to be taught by each year group. In addition, reference to planning from 'Understanding Christianity' is linked to the units from BDBE. Christianity plays a central role within the teaching. Further opportunities to teach non-Christian faith units have been allocated within the map.

The class teacher /an experienced teacher within the church school will teach all RE lesson within school. Each class has an hour allocation of RE teaching in the weekly timetable.

The aims of Religious Education **in Church Schools** are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

RE Statement of Entitlement: The Church of England Education Office 2016

Appropriate to age, at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

UNDERSTANDING CHRISTIANITY

The BDBE syllabus has been planned in such a way to make connections and enhance learning through the 'Understanding Christianity' document. The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

AIMS

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

Christian Concepts for each age group

- EYFS – Creation-Incarnation-Salvation
- KS1 God-Creation-Incarnation-Gospel-Salvation
- LKS2 Creation and Fall-People of God-Incarnation-Gospel-Salvation-Kingdom of God
- UKS2 God-Creation-People of God-Incarnation-Gospel-Salvation-Kingdom of God

Through syllabus training from BDBE, the school has a login to access further materials from the Understanding Christianity Resources.

www.understandingchristianity.org.uk

With reference to BDBE planning class teachers will plan each unit using the following headings:

- To begin with
- Explore the text
- Discover the impact
- Make the connection
- Dive Deeper

OTHER WORLD FAITHS

It is entirely appropriate and necessary in today's world that pupils 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. The curriculum map identifies opportunities of this through the study of Judaism and Islam, various festivals from other faiths and the study of sacred books.

CHURCH SCHOOL DISTINCTIVNESS

Whole School

Our school hall has a distinctive worship area where pupils can access freely to have quiet moments to talk to God and reflect. The displays around the hall encompass and celebrate the Christian Calendar, Our Church School Christian Values and religious thematic displays created by the pupils. During worship, a focus table, including the cross and candle are displayed. Pupils/worship leaders are encouraged to open and lead our collection worship time. Use of training pupils in worship will be utilised fully through appropriate opportunities provided by BDBE. Our 'God Squad' team will plan and deliver a community worship once per term.

Class Distinctiveness

Each class has a designated RE and Worship/Prayer area within the classroom. These areas will be used to develop units, share "Big Questions" and make available resources such as Bibles, class scrapbooks and prayer books.

Throughout each term during the academic year, a bible quote will be shared with the pupils and displayed in the class worship area. The bible quotes will link to worship displays from the hall and/or the church calendar.

Each class will develop worship and prayer leaders on a rotation system. These pupils will have the responsibility to support the class teacher in planning and delivering the class worship based on the theme of the week and may support the class teacher in maintaining the scrapbook. The worship leaders for each class will also be given some responsibility to open whole school worship alongside the head teacher. A record of these leaders will be kept in each class scrapbook.

Prayer leaders will lead the class in prayer at lunchtime and home time. These prayers may follow the class system of their own prayers or the pupil may decide to write their own prayers based on current events around the world.

EYFS will make use of the "Chatterbox" as referred to in the Early Years Syllabus and develop the children's learning through continuous provision.

Class teachers will identify possible opportunities to enrich the curriculum with visitors and visits. Links with the church and the vicar, will be utilised fully.

CURRICULUM DISTINCTIVNESS

The distinctive content of the RE curriculum in a church school allows:

- 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 the 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
- the skill 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 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 and silent reflection

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development within our 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 offers 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 developing understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

In line with these developments, our school will promote and celebrate the spiritual, moral, social and cultural development of pupils, through a weekly award to one pupil from each class who has displayed the focus value. Each half term will focus on a specific Christian value. Each half term, awards will be given by the head teacher for children who have been nominated by their parents and friends as 'Living the Faith' outside of school.

SPECIAL EDUCATION NEEDS PROVISION
In line with the schools SEND policy, teachers will support pupils identified on the register appropriately. Interventions, support and differentiation will be utilised fully in order for all pupils to access the curriculum and make progress. Planning and teaching ensures children identified with SEND do not have a barrier to learning and achievement in RE.

ASSESSMENT, RECORD KEEPING AND REPORTING TO PARENTS
Pupils have an awareness of their own learning and achievements through the discussion of skills in line with the 8 level scale and guidance offered by the BDBE RE Syllabus and the "I know/I can" statements used at the end of each unit. Upper KS2 will have opportunities to self-assess and discuss their learning and achievements with their teachers.

Teachers are responsible for completing the RE Assessment and recording sheet for each unit taught. These sheets identify the expectations of the units; children working with lower achievement, children working with higher achievement and those pupils who have missed elements of the learning. Teachers will also identify where, on the ladder of attainment, the majority of the class are working at.

The attainment ladder and language associated with attainment will be used to help assess pupils and use correct vocabulary to challenge learning and report to parents. Parents will receive an annual report detailing their child's progress and attainment in RE.

The RE subject leader will conduct data analysis of pupil attainment at the end of each academic year and provide staff with recommendations in order to move the subject forward to support all learners.

RESOURCES

The school will subscribe to http://www.retoday.org.uk/ in order to keep up to date with developments, teaching ideas, and to enable access to resources.

The school has a well-stocked resources cupboard, which is organised for easy access of resources belonging to different faiths. Various books, DVD and posters are also available to use within teaching.

Teachers are encouraged to provide enrichments to the teaching of RE, this may include the use of visitors and visits to places of worship. Other clergy may visit to lead Worship and lead some Church Services in which there is whole school participation. Links made to other church organisations will be utalised; Peel Street Baptists Church Annual theme sessions will also be used: philip@peelstreet.org.uk

PARENTAL RIGHTS OF WITHDRAWAL

The Worship and Religious Education provided by the 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. If such a request for withdrawal is made, the Head teacher 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 Collective Worship are objected to.

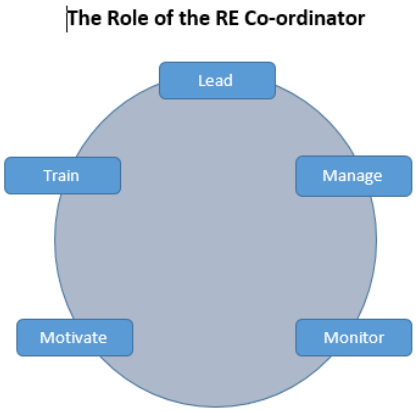
CONSULTATION, MANAGEMENT AND REVIEW

The Head teacher, the Vicar and the Subject Leader are always available to staff for consultation on the R.E. Syllabus.

Provision can be made for the subject leader to have non-contact time with other staff to discuss any particular problem through.

Time has been allocated during Inset Days or coordinator release time for evaluating the quality and content of the R.E. Policy and Syllabus as appropriate. In addition, the school will access the support offered by Lisa Horobin from the BDBE to lead whole school development days. R.E. has a place in the overall School Development Plan.

THE RE SUBJECT LEADER



The RE Leader is the professional **LEAD** and manager of Religious Education in the school.

Their role is to **MANAGE** the RE Curriculum across the school, ensuring that every member of staff has access to the RE Curriculum and knowledge of which units are for their year group.

The RE Leader should create a curriculum grid that meets legal requirements and the National Statement of Entitlement. They must also produce a School Policy for RE to be approved by the Governing Board. The RE Leader must then **MONITOR** the implementation of the policy and curriculum across the school and secure high standards of learning and achievement through lesson observations and book scrutinies.

The RE Leader is expected to have a thorough knowledge of the ladder of expectations of achievement in RE. All lesson content, delivery and outcomes are measured against this ladder. The Ladder of Expectation and Achievement can be found in the assessment section of this syllabus and clear statements of achievement indicate what pupils are expected to know and be able to do at the end of each Key Stage. Specific statements of achievement are also included in each curriculum unit. The RE Leader can use the ladder to compile a portfolio of briefly annotated RE work from across the Key Stages, highlighting achievement and progress in the school.

The RE Leader is responsible to the headteacher and governors. However, ensuring the provision of quality RE is ultimately the responsibility of the Governing Board. Therefore, it is highly recommended that the RE Leader regularly reports the outcomes of monitoring and new developments to the school senior leadership team and Governing Board.

The RE Leader is the voice of RE in the school and should encourage and **MOTIVATE** every member of staff to provide the best RE learning experiences for every pupil in school. They are responsible for updating the RE resources and making them accessible to all.

TRAINING

It is important that the RE Leader develops their skills and knowledge through continuing professional development and is given opportunities to further develop the skills and knowledge of the other members of staff through INSET. This training is essential if a school wishes to make certain that the quality of RE teaching and learning is of the highest standard.

All Church of England dioceses and the Methodist Church use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act 2005. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the Education Act 2005

The RE Co-Ordinator is expected to be fully aware of the Evaluation Statements and Grade Descriptors in the SIAMS criteria. SIAM's details can be found on the Church of England Education web site: https://www.churchofengland.org/education/church-schools-academies/siams-school-inspections.aspx

The Evaluation Schedule has one inspection question: how effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish.

This is explored through seven strands:

- Vision and Leadership
- Wisdom, Knowledge and Skills
- Character Development: Hope, Aspiration and Courageous Advocacy
- Community and Living Well Together
- Dignity and Respect
- The impact of collective worship
- The effectiveness of religious education

CONTINUOUS PROFESSIONAL DEVELOPEMT

Attendance at courses is encouraged by the management if funding is available. The RE subject leader will attend cluster meetings and RE conference days to keep up to date with developments in teaching, learning and assessment. INSET meetings will be used to feedback to staff. The school will take advantage of training sessions for pupils leading worship from BDBE.

Links with other church schools will be made in order to develop pupils' involvement. Hyndburn church Schools Cluster will hold annual Pupil conferences that the school will utilise.

RESPONSIBILITY FOR THE POLICY

The R.E. subject leader, in consultation with the Head teacher, the Vicar and Governing Body, have overall responsibility for the implementation and co-ordination of the Policy. RE is delivered in accordance with the rites, practices and doctrines of the Church of England. Although collective worship and RE complement and enrich each other, they are managed separately within school.

Whole school collective worship aims to provide the opportunity for pupils:

- to worship God, to consider spiritual and moral issues and to expose their own beliefs;
- to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered;
- to develop community spirit, promote a common ethos, shared values, and reinforce positive attitudes.

A Worship Log is kept, and the head teacher prepares a yearly worship program (See Worship Policy).

We have established close links with our "Mother Church" (St. John's, Baxenden). School Services are held in the building and the vicar, along with other members of the church, are regular visitors in school for both collective worship and are utilised to enhance RE teaching.

Head teacher - Mrs J Green
Vicar – TBA
Subject Leader – Mrs N Baynes
Date: January 2021
Review Date: January 2022