

*Do everything in love*



**1 Corinthians 16:14**

**Learning to Love, Loving to Learn**

Reviewed January 2019

Presented to Governors: .....

Deeply rooted in the love of Jesus we are  
committed to:-

Creating a happy, healthy and honest school,  
where everyone feels secure and valued.

Providing excellent teaching and learning  
opportunities

which develop independent, confident and resilient  
life long

learners who can think for themselves.

Celebrating and supporting all children  
to unlock and fulfil their unique potential.

Preparing children to contribute to society  
with wisdom, hope, tolerance and dignity.

Living by our school values of Love; Honesty;  
Courage;

Compassion; Determination and Respect.

Our vision is to inspire and grow a  
compassionate community of excellence.  
A happy place for our children to shine for God,  
for each other, and for themselves.

## Intent

In short our Intent is that children become problem solvers.

**At St Mary's 'Religious Education makes a profound and distinctive contribution to the education of young people by helping them understand the place of religious faith in the world today and encouraging them to reflect upon ethical and religious issues within society. (Jane Brook, Sacre Chair, July 2013)**

The spiritual and moral development of our children underpins all aspects of our school life and it is not limited to the teaching of Religious Education.

We believe that Christian principles are caught as much as taught and we therefore take great care to demonstrate Christian love within our school through the many different relationships we share. Worship, tolerance, respect for others, concern for the less fortunate, forgiveness, thankfulness and friendship surround each child and we hope that this will prepare each child to go out into God's world with understanding and compassion.

At St Mary's we pride ourselves on our strong Christian Ethos, and our vision, aims and values set the tone for our school. We recognise that children flourish in a safe environment where they feel loved, valued and secure. The behaviour and safety of our pupils is good and we strive to maintain this in order to allow all children to reach their full potential.

R.E. is central to the purpose of St Mary's because as a church school we see that the Christian faith informs all aspects of our lives and commits us to a search for the truth. R.E. teaches us how to make meaning and sense of our lives through studying the major religions of the world. It allows children to know about and discuss the important questions about life and how to live it. R.E. is taught in a way to allow children to learn, interpret and respond with their own thoughts. Children are expected to reflect on their own actions and life. Children are taught in a way that inspires pupils to explore, develop and affirm their own faith and to also have tolerance to other faiths. Values are central to and permeate our R.E. curriculum.

We have incorporated Understanding Christianity into our planning to enhance and expand our teaching.

Linked to the values that permeate St Mary's is the Heartsmart scheme of work. This PHSE scheme is Christian based and is taught separately but complimentary to the RE curriculum.

## **Aims of R.E**

- will show the children that Christianity is about following the teachings of Jesus and is relevant to their own lives.
- will allow the children to reflect upon themselves as Christians, provoking challenging questions and answering them.
- will help children to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

- will help children to understand the relevance of their Christian beliefs in a global community

## Principles

We aim through our teaching:

- to provide a course of Religious Education within the framework of the Blackburn Diocesan Questful Scheme of work, with elements of Understanding Christianity appropriate to the educational needs of the children in our school, at their different stages of development.
- to contribute to the spiritual, social, moral and cultural development of the school as a caring community and the pupils as individuals.
- to assist and encourage experience of Christian life and worship.
- to encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today through study of major world religions.

We aim to encourage children in our school:

- to grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- to formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- to learn something of the religious experiences of others in the wider community
- to develop their own beliefs, values and ideals in the light of their experiences.
- to develop respect for other people, their beliefs and their life-styles.
- to develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Please note the following statement on behalf of the Chester Diocesan Board of Education.

“In all church schools, collective worship and the whole ethos are based on the teachings of the Church of England. This makes our schools distinctively Christian.”

However, within this Christian environment, it is entirely appropriate and necessary in today’s world, that respect for the great world faiths is fostered in Religious Education. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school’s loyalty to its Christian foundation. This approach provides learners with a greater understanding of the world and society in which they are growing up. Children are able to see the faith of others in relation to their own.

We seek to build up harmonious relations within communities, promoting inclusion for all and combating the evils of racism.

In order to successfully achieve our aims, we believe it is appropriate for children to have supervised visits to places of worship of different faiths and also to hear from adherents of those faiths about their beliefs. Such events must always be under the supervision of members of staff ensuring that such events are only to provide information.”

## Implementation

Topics and themes often start with a Question and a To begin with section, which focusses the children on the topic to follow. so that the children, with their teacher guiding them, can have input into their own teaching and learning.

Children are taught the religious concepts that are important, such as salvation, incarnation and forgiveness, within their theme.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in KS1 it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach. Nevertheless, there will be discrete RE learning objectives.
- Religious Education in school is organized using a whole school overview plan.
- Wherever possible all children will learn from first-hand experience or primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school.
- Religious Education will be taught throughout the school beginning in the Foundation Stage.
- Religious Education is mainly delivered by the class teacher with teaching supported by clergy from local churches and visiting speakers.
- Whole school and Family worship further support children's learning. Religious Education may be taught in a 'whole class' setting, but with flexibility to allow for discussion, questioning and reflection in small groups and individually. This also allows those children who need a deeper teaching experience to be challenged
- Visits to places of worship and the use of artefacts will be used to enhance children's understanding of different religions.

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 ¼ hours per week totalling 45 hours over the year. At St Mary's school, staff ensure coverage.

The governing body is responsible for the subject in the school. This is delegated to the Head teacher and the Religious Education subject leader/coordinator on a daily basis.

### **Withdrawals**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided. However it must be stressed that children will encounter Christian religious practices throughout the whole day at St Mary's school and so it would be impossible to exempt the children from the Christian ethos which underpins the whole of our school life

### **Recording**

All children in KS1 and 2 have an individual RE book to record their personal work. This might be through photographs, writing, teacher scribing or drawings. Art work and music are as important as written work for demonstrating thoughts, feelings and reflections. Within this book children record facts, thoughts and feelings and are challenged by thorough marking to

extend their interaction with the theme taught. Some work is recorded on Blippit, depending on its suitability. The Questful scheme gives teachers guidance on the best way of recording.

Some classes are trialling a class recording book to be adapted by all classes in the near future, this will incorporate work that is shared, group or specifically asked to record in the class book.

All classrooms have a RE area, which includes a display which is current and relevant, showing the children's work and thoughts. Also resources and artefacts related to the topic should be available for individual learning. Classes have bibles and crosses at all times.

In our hall and in our department areas, Key Stage 1 Key Stage 2 there is our own interpretation of The Big Story, for the children to contemplate and discuss.

### **Monitoring and Evaluation**

- The Headteacher has overall responsibility for monitoring and evaluation.
- From time to time the Governors will be involved in the observation of RE and the subject leader will monitor teaching and learning.
- The co-ordinator will be responsible for monitoring the teaching of long term and medium term plans and then feed back to the Headteacher.
- The co-ordinator will manage resources.
- The co-ordinator will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The co-ordinator will attend Diocesan training to improve the quality of RE teaching and learning in the school.
- The co-ordinator will be aware of staff development needs and encourage continuing professional development.
- The co-ordinator will facilitate the sharing of good practice.
- The co-ordinator will be responsible for drawing up an action plan for Religious Education. This will be an annual plan and should be informed by this policy.

### **Equal Opportunities Single Equality Duty**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

### **Special Educational Needs.**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through adapted and adjusted activities. This may include an adult scribing, an adult simplifying

questions, or the child choosing their own method of responding. Support plans that are in place will specify adapted learning and assessment

Date May 24

Review due May 2026