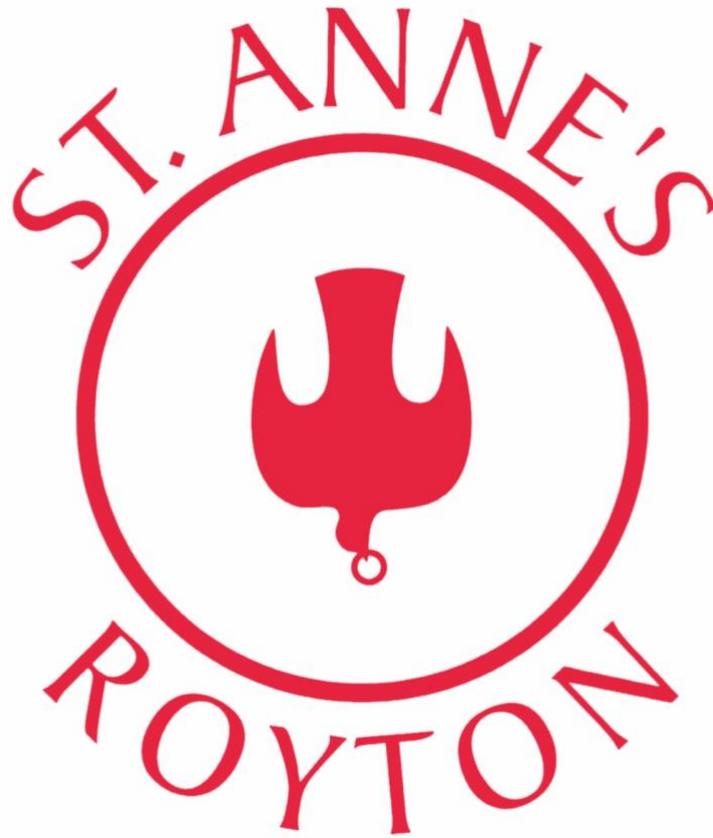


# St Anne's CE (Aided) Primary School



## **Religious Education Policy**

*"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013)*

## **Mission Statement**

*Growing Together to Flourish in God's World*

## **Our School Vision**

St Anne's CE (Aided) Primary School is a happy vibrant school with a distinctive Christian identity as a Voluntary Aided Church of England school. We celebrate our diversity and individuality. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

## **Rationale**

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. RE is central to our curriculum and we believe that it makes a valuable and distinctive contribution to children's education. Through the delivery of the RE curriculum of the highest standard, we will ensure that we strive for excellence and provide children of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

## **Legal Requirements**

In Voluntary Aided Schools, such as ours, the management of Religious Education is a distinctive role of the governors and headteacher. RE at our school is taught within the terms laid out by the school's trust deeds and in accordance with the rites, practices and doctrines of the Church of England. It is taught in accordance with the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

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

## **Aims**

Religious Education lies at the very heart of our curriculum. Within the framework of the law and the Diocesan syllabus, children and their families can expect Religious Education to:

- be provided to all children registered at our school.
- be rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.
- enable children 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.
- enable children to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling children to express ideas and insights.
- deliver lessons which take children on a quest to discover more about themselves, others, God and the world.
- provide a wide range of opportunities for children to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. The content of RE shall reflect the fact that religious traditions in the UK are in the main

Christian, while taking account of the teaching and practices of other principal religious traditions represented in the UK.

- use an enquiry-based approach that engages with biblical text and helps develop religious and theological literacy.
- enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- promote respect, sensitivity and cultural awareness by teaching about the religions represented in our region and the UK;
- contribute to the development of children's own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- affirm each child in his/her own family tradition;
- link with the Christian values of the school and provide high quality opportunities for spiritual, moral, social and cultural development. These are intrinsic to the RE curriculum and should have a significant impact on children.
- develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.
- prepare children for life and work in Britain today, including personal development, behaviour and welfare.

Through achieving our aims, in Religious Education children should be able to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.
- 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.

Teaching Religious Education in our school will enable:

- children and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- children to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- Children from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Children from other faith backgrounds to understand and be encouraged in their faith;

- Children with no religious background to be given an insight into what it means to be a person of faith;
- Children of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

### **Time Allocation**

RE is regarded as a Core Subject at our school and *at least* 1 hour per week is dedicated curriculum time, meeting explicitly RE objectives. RE curriculum time does not include collective worship, even where the theme provides a starting point for curricular work. The provision of religious education is statutory for children in Reception classes. Religious education is not compulsory for nursery children but we provide suitable activities, using Chatterboxes to encourage questions and reflection, and choose to make use of the material from the Diocesan syllabus.

Christianity is the majority study in RE in our school. We teach approximately 70% Christianity and 30% other faiths.

### **The Scheme of Work**

We follow the detailed scheme of work which is available from Blackburn Diocesan Board of Education Syllabus. This RE syllabus embraces 'Questful RE' and the explicit teaching of Christian concepts and God's big salvation story.

The content of this syllabus gives children a deeper understanding of Christianity. Through an open, investigative enquiry approach the children will be given the sense of being on a quest of discovery.

The quest for discovery takes place within a living and active faith community, where questions about faith and belief are encouraged. Children are given as many first-hand sensory experiences as possible.

Children will experience, explore and encounter a wide range of creative and challenging activities that will help them to discover the answers to ultimate questions such as these:

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

The eight core concepts that are at the heart of Christianity that together tell God's big story:

- God Father, Son and Holy Spirit
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

are woven through the whole curriculum and ensure all children develop an understanding of each one throughout their whole journey in RE. Christian values are also made clear in each unit as are key questions, key skills, key vocabulary, making connections and opportunities to dive deeper. This content is included in Knowledge Organisers that serve as vessels of the key knowledge and understanding children are expected to gain from high quality teaching of the unit. Children place Knowledge Organisers in their RE books at the start of each unit and refer back to them throughout the sequence of lessons and in the future.

Each unit has a large number of key questions and these are used to plan a coherent sequence and series of lessons that build towards children gaining the knowledge, skills and understanding required to meet the end points they are expected to reach at the end of each unit. The overall unit includes an overarching 'big question' which serves as the composite. This is then broken down into weekly questions (components); the building blocks that are needed to be able to develop their knowledge and understanding and provide their own answers to the overarching 'big question'.

The 'big question' and weekly questions are evident on Medium Term Plans produced by classteachers. The weekly question for each lesson is shared as the Learning Objective and written in children's books.

## **Teaching and Learning**

The teaching of RE is both a huge responsibility and a privilege that must be recognised by those who teach it.

Children will learn about religions and also from religions through a balanced approach. Where meaningful, links may be made between other subjects and RE in a mutual partnership. Our aim is to enable the use of RE across the curriculum using a range of teaching and learning strategies. These include developing English, mathematics, computing through deep learning activities which include visitors, visits and the use of artifacts. RE is a key opportunity to develop children spiritually, morally, socially and culturally. It develops a sense of belonging to the school community, the local community, the UK community and the global community through faith and culture.

## **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.

We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills, knowledge and understanding in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We recognise the fact that in our school we 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 through teachers differentiating the plans from the BDBE RE Syllabus for each lesson they teach and by differentiating the work and the level of support given.

RE books are pink and work is kept separately from other subjects. RE floor books are also used and may contain evidence such as children's discussions, comments and ideas, records of visits and visitors, photographs, group work, post-it notes and printed work from the interactive whiteboard.

### **Early Years Foundation Stage**

We teach religious education to all children in the school, including those in the Early Years. In the Foundation Stage RE is designed to encourage an atmosphere of community where everyone, child and adult are learning together. Each unit begins with the exploration of a collection of objects in a box, a Chatterbox. The objects are carefully chosen to create discussion and questions that lead to activities covering the content of the unit.

The units covered include;

- Harvest
- Christmas
- Easter
- Friendship
- I am Special
- Special Places
- Special Times
- Stories Jesus Told
- Stories Jesus Heard
- Prayer
- Special People

### **Resources**

- Reflection and Response - Images Supporting Religious Education KS1 & KS2
- Religious Education Curriculum Materials (KS1 & KS2) Islam
- Religious Education Curriculum Materials (KS1 & KS2) Judaism
- The Last Supper - Exploring Faith, Witness and Mission in Schools and Parishes

### **Recording, Marking, Assessment and Reporting**

Children's work is marked in line with our [Feedback](#) Policy. We report on children's progress in RE to parents annually in our end of year report.

Assessment of achievement is completed by making a judgment against the '**Ladder of Expectation and Achievement**' after each unit taught. Children's achievement will be assessed as 'beginning, 'within' or 'secure' against age related expectations on the school's own assessment formats. These are held by the classteacher and the RE Leader and are evaluated to inform a judgement on standards in RE.

From Y1 up, self-assessment proformas using 'I know' and 'I can' statements are placed in children's books at the end of a unit to help them evaluate their level of achievement.

Appropriate to age at the end of their education at St Anne's, the expectation is that all children are religiously literate and, as a minimum, children 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 world views 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.

### **Classroom and School Environment**

In line with whole school policy and practice we celebrate and value the work of the children. Creating a stimulating and an attractive environment is of paramount importance and so the following procedures are in place:

- In every class there is a 'Wall of Wonder' RE display board. This includes the home time and lunch time Prayers as well as displays of the pupils work in this curriculum area linked to the previous unit taught.
- Religious Education has a major curriculum focus within the general curriculum event cycle where displays and additional events are planned for (example RE Focus Days, Harvest, Christmas, Lent and Easter).

### **SMSC and British Values**

RE is a key opportunity to develop children spiritually, morally, socially and culturally. It also develops British Values with a sense of belonging to the school community, the local community, the UK community and the global community through faith and culture.

Children's spiritual development is enriched during RE and encourages the discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Children learn about the teachings of Jesus Christ, which offers a secure foundation stone, on which to make decisions and build their lives, enhancing moral development.

Social development is enriched when children discover and understand what it means to live in a Christian community where Jesus' command to love one another is put into practice. Understanding Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people, promotes cultural development.

### **Special Educational Needs**

The teaching of RE is a vital part of our school curriculum for all children. All children are encouraged to take a full part in lessons. Teachers take into account differing pupils' abilities and work is differentiated accordingly. This is in accordance with our Special Needs Policy.

### **Equality**

All governors and staff recognise their duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.

- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

All pupils will have access to the Religious Education curriculum. Within this framework, sensitivity will be shown to the religious beliefs and practices of all class members.

### **The Right to Withdraw**

The Worship and Religious Education provided by our school is in accordance with the Church of England 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.'

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request with parents 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 board to provide Religious Education for their children according to the locally 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 locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so.

Should the governing board 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.

Parents are informed in the school prospectus that they have the right to withdraw their children from Religious Education and worship.

### **Self Evaluation**

The subject leader will maintain an active awareness of the strengths and areas for development of RE alongside the senior leadership team. Long, medium and short term RE planning is collected for monitoring and evaluation purposes. Lesson observations will also form part of the monitoring and evaluation process as well as assessment data for children.

The RE Curriculum Leader is Mrs Sarah Evans.

### **Review**

This is a working document and will be reviewed by the RE Curriculum Leader in light of developing aspects of policy and practice.

Next Review Date:

February 2024

## **Appendix 1: Curriculum Overview**

# EYFS RE Overview

	Term		
	Autumn	Spring	Summer
Gold Class	<p><u>Early Years Chatterbox Unit: I am Special</u></p> <p><u>Early Years Chatterbox Unit: Celebrating Christmas</u> How do we celebrate Jesus' birthday?</p>	<p><u>Early Years Chatterbox Unit: Special People</u> What makes a person special?</p> <p><u>Early Years Chatterbox Unit: Easter</u></p>	<p><u>Early Years Chatterbox Unit: What is prayer?</u></p>
Red Class	<p><u>Early Years Chatterbox Unit: I am Special</u></p> <p><u>Early Years Chatterbox Unit: Saying thank you at Harvest time.</u> Why do we say thank you to God at Harvest time?</p> <p><u>Early Years Chatterbox Unit: Celebrating Christmas</u> How do we celebrate Jesus' birthday?</p>	<p><u>Early Years Chatterbox Unit: Listening to the stories Jesus heard</u></p> <p><u>Early Years Chatterbox Unit: Stories Jesus told.</u> Why did Jesus tell stories?</p> <p><u>Early Years Chatterbox Unit: Easter</u></p>	<p><u>Early Years Chatterbox Unit: Friendship - What makes a good friend?</u></p> <p><u>Early Years Chatterbox Unit: Special Places - What makes a place special/holy?</u></p> <p><u>Early Years Chatterbox Unit: Special Times</u> How do we celebrate special times?</p>

# KS1 RE Overview

	Term		
	Autumn	Spring	Summer
Yellow Class	<p><u>Unit 1.2 God &amp; Creation</u> (5hrs)</p> <p><u>Unit 1.1 Harvest: How can we help those who do not have a good harvest?</u></p> <p><u>Non-Christian Faith Unit – How do Jews celebrate the harvest? Jewish Harvest—Sukkot</u> (5 (3+2) hrs)</p> <p><u>Unit 1.3 Christmas: Why do we give and receive gifts?</u> (5hrs)</p>	<p><u>Unit 1.4 Jesus was special</u> (6hrs)</p> <p><u>Unit 1.5 Easter: Celebrating New Life and New Beginnings</u> (5hrs)</p>	<p><u>Unit 1.7: Why is Baptism Special?</u></p> <p><u>Non-Christian Faith Unit - Birth Rites - How do people of other faiths welcome new babies?</u> (7 (4+3) hrs)</p> <p><u>Unit 1.8: Joseph</u> (4hrs)</p> <p><u>Unit S13 Multi-Cultural Christianity</u> (3-4hrs)</p>
Green Class	<p><u>Unit 1.4 Jesus was special</u> (6hrs)</p> <p><u>Unit 2.2 Christmas: Why was the birth of Jesus such Good News?</u> (4hrs)</p> <p><u>Unit 1.7: Why is Baptism Special?</u></p> <p><u>Non-Christian Faith Unit - Birth Rites - How do people of other faiths welcome new babies?</u> (7 (4+3) hrs)</p> <p><i>(repeated from Yellow)</i></p>	<p><u>Unit 2.3 Jesus friend to everyone</u> (6hrs)</p> <p><u>Unit 2.4 Easter: How do symbols help us to understand the story?</u> (5hrs)</p>	<p><u>Unit 2.1 The Bible: Why is it such a special book?</u></p> <p><u>Non-Christian Faith Unit – Holy Books - Do people of other faiths have holy books?</u> 10 (6+4) hrs)</p> <p><u>Unit 1.9 My world Jesus world</u> (4hrs)</p>

# KS1 RE Overview

	Term		
	Autumn	Spring	Summer
Blue Class	<p><b>Unit 2.5</b> Why is the Church a special place for Christians?</p> <p><i>Non-Christian Faith Unit – Places of worship - Where do people of other faiths worship?</i> (10 (6+4) hrs)</p> <p><b>Unit 2.7</b> Christmas: The Journey to Bethlehem (4 hrs)</p>	<p><b>Unit 2.1</b> The Bible: Why is it such a special book?</p> <p><i>Non-Christian Faith Unit – Holy Books - Do people of other faiths have holy books?</i> 10 (6+4) hrs) (repeated from Green)</p> <p><b>Unit S1</b> Holy Week (3-4 hrs)</p> <p><b>Unit 2.4</b> Easter: How do symbols help us to understand the story? (5hrs) (repeated from Green)</p>	<p><b>Unit 2.6</b> What happened at the Ascension and Pentecost? (4hrs)</p> <p><b>Unit S13</b> Multicultural Christianity (3-4 hrs) (repeated from Yellow)</p> <p><b>Unit S2</b> The Lord's Prayer (3-4 hours)</p>

# KS2 RE Overview

	Term		
	Autumn	Spring	Summer
Orange Class	<p><b>Unit 3.5</b> Which rules should we follow?</p> <p><i>Non-Christian Faith Unit – Rules for Living- Does everybody follow the same rules? Why? Why not?</i> (12 (6+6) hrs)</p> <p><b>Unit 3.2</b> Christmas: God with us. (4hrs)</p>	<p><b>Unit S8</b> Why is Lent a special season? (3-4 hrs)</p> <p><b>Unit 3.4</b> Exploring the sadness and joy of Easter (5 hrs)</p> <p><b>Unit S1</b> Holy Week (1 hrs) (repeated from Blue)</p>	<p><b>Unit 3.1</b> Called by God (7 hrs)</p> <p><b>Unit 4.6</b> What is Prayer?</p> <p><i>Non-Christian Faith Unit- How do people of other faiths pray?</i> (5 (4+1) hrs)</p> <p><b>Unit S12</b> Peace (4hrs)</p>
Lime Class	<p><b>Unit 3.6</b> Harvest</p> <p><i>Non-Christian Faith Unit - Sukkot</i> (5 (3+2) hrs)</p> <p><b>Unit 4.2</b> Christmas: Exploring the symbolism of Light</p> <p><i>Non-Christian Faith Unit - Hanukkah (The Jewish Festival of Light)</i> (6 (4+2) hrs)</p>	<p><b>Unit 4.5</b> Are all churches the same?</p> <p><i>Non-Christian Faith Unit – Places of Worship - Are all places of worship the same? Do people worship God in the same way?</i> (12 (6+6) hrs)</p> <p><b>Unit S1</b> Holy Week (1 hrs) (repeated from Blue)</p> <p><b>Unit 4.4</b> Exploring Easter as a story of betrayal and trust (5 hrs)</p>	<p><b>Unit 3.3</b> Jesus, the man who changed lives (6 hrs)</p> <p><b>Unit 4.1</b> God, David and Psalms (6 hrs)</p> <p><b>Unit S5</b> Expressing Christian faith through art (3-4hrs)</p>

# KS2 RE Overview

	Term		
	Autumn	Spring	Summer
Lilac Class	<p><b>Unit 4.5</b> Are all churches the same? <i>Non-Christian Faith Unit – Places of Worship—Are all places of worship the same? Do people worship God in the same way?</i> (12 (6+6) hrs ) (repeated from Lime)</p> <p><b>Unit 5.7</b> Christmas around the world (4 hrs)</p>	<p><b>Unit S4</b> Why do Christians sing in worship (3-4 hrs)</p> <p><b>Unit 5.4</b> Why do Christians believe that Easter is a celebration of victory? (5 hrs)</p> <p><b>Unit S1</b> Holy Week (1 hrs) (repeated from Blue)</p>	<p><b>Unit 4.3</b> Jesus, the Son of God <i>Non-Christian Faith Unit Jewish Shabbat</i> (9 (7+2) hrs)</p> <p><b>Unit 5.3</b> Jesus the Teacher (6hrs)</p>
Turquoise Class	<p><b>Unit 6.6</b> Ideas about God <i>Non-Christian Faith link - What names do faiths other than Christianity give to God?</i> (8 (6+2) hrs)</p> <p><b>Unit 5.2</b> Christmas: The Gospels of Matthew and Luke (4 hrs)</p>	<p><b>Unit 5.1</b> How and why do Christians read the Bible? <i>Non-Christian Faith Unit - How important are holy books in faiths other than Christianity?</i> (11 (6+5) hrs)</p> <p><b>Unit S1</b> Holy Week (1 hrs) (repeated from Blue)</p> <p><b>Unit 6.4</b> Who was Jesus? Who is Jesus? (4 hrs)</p>	<p><b>Unit 5.9</b> Pentecost; what happened next? (6hrs)</p> <p><b>Unit S7</b> Change the world (3-4hrs)</p> <p><b>Unit 5.5</b> Exploring the lives of significant women in the Old Testament. (7 (5+2) hrs)</p>

# KS2 RE Overview

	Term		
	Autumn	Spring	Summer
Purple Class	<p><b>Unit 6.1</b> Life as a journey and a pilgrimage <i>Non-Christian faith unit Pilgrimage</i> (10 (6+4) hrs)</p> <p><b>Unit 6.2</b> How do Christians prepare for Christmas (5 hrs)</p>	<p><b>Unit: 6.3A</b> Why is the Exodus such a significant event in Jewish and Christian history? (6 hrs)</p> <p><b>Unit 5.6</b> Loss, death and Christian hope <i>Non-Christian faith unit End of life rituals</i> (6 (5+1) hrs)</p> <p><b>Unit S1</b> Holy Week (1 hrs) (repeated from Blue)</p>	<p><b>Unit 6.7</b> People of Faith <i>Non-Christian Faith link Hinduism</i> (7 (6+1) hrs)</p> <p><b>Unit 6.3</b> Why do Christians celebrate the Eucharist? (3 hrs)</p> <p><b>Unit S2</b> The Lord's Prayer (3-4 hours) (repeated from Blue)</p>