

RELIGIOUS EDUCATION POLICY

Written with reference to The 'Statement of Entitlement for RE in Church of England Schools' (2016)

Vision

I lift up my eyes to the hills.
From where does my help come?
My help comes from the LORD,
who made heaven and earth. **Psalm 121**

At Selside Endowed CE VA School we **lift our eyes to the hills**. This psalm was sung by travellers to provide comfort and encouragement to face the challenges of long journeys. We use the local beauty of nature, **heaven and earth**, and the changing seasons, to inspire our whole community on their learning journeys. We also encourage our pupils to look beyond **the hills**, to be outward facing and develop as citizens of a diverse regional, national and world-wide community.

Discover joy - We want everyone in our community to live happy, healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder, and an awareness of the importance of the spiritual aspects of life.

Grow and achieve - We provide a nurturing environment in which every child is valued as unique and wonderfully made; able to flourish (academically and spiritually); grow talents, foster a life-long love of learning and find the resilience to face and overcome life's challenges with **help that comes from the Lord**.

Thrive and inspire - We want everyone to leave our school with our Christian values deeply rooted, to enable them to become, confident, responsible and caring people that will contribute to their community, to challenge injustice and know they can make a difference in our world.

All members of Selside School become part of our school family. The children are at the heart of everything that we do. We **discover, grow and thrive** together.

Intent

As a Voluntary Aided School, the Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. The governing body of Selside School provide the students and their families with a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. We used an enquiry approach based upon the Questful RE scheme of work produced by the Dioecse of Blackburn. We also draw upon the 'Understanding Christianity' resource. By embracing the explicit teaching of Christian concepts and God's big salvation story, the content of this syllabus will give pupils a deeper understanding of Christianity. Through an open investigative enquiry approach the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

Our Aims at Selside Endowed CE school:

- To enable children to be informed, expressive, enquiring and reflective about religions and worldviews, beliefs and values
- To provide children with an insight into the nature of religion and what it means to belong to a religion or culture
- To help children towards an understanding of major world faiths and cultures
- To encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own
- Together with other areas of the curriculum, to contribute towards the child's moral and social development, encouraging responsible caring attitudes
- To develop an awareness and understanding of self and others
- To develop their own spirituality, personal reflection and a sense of awe and wonder at the world around them
- To encourage creativity as they respond to and reflect upon their learning and express their own ideas

- To encourage curiosity, asking and suggesting answers for BIG, challenging questions
- To help children as they grow and mature, to have sufficient confidence in their own beliefs and to form personal opinions and judgements about right and wrong
- To help children understand religion in the context of art, music, history, geography and other curriculum areas.

We want our Pupils to have:

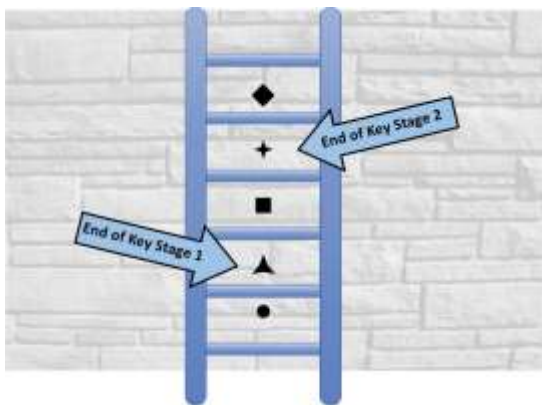
- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation

All classes have weekly RE lessons which constitutes an hour of curriculum time and we have daily collective worship (CW) where the whole school comes together. We dedicate 10% of our curriculum time, to our RE, CW and PHSE these naturally compliment and enrich one another (although they are managed separately). We also provide wider opportunities for RE beyond the classroom include visits to church, visitors to school, themed days and visits to places of religious interest. 80% of RE curriculum time is dedicated to learning about Christianity and a minimum of 20% to other faiths.

A planned long-term cycle of work is in place for both KS1 and KS2, which is linked to whole-school termly themes of work, other curriculum areas, SMSC and PSHCE. At KS1, children will have experience of Christianity and at least one other religion (Buddhism); at KS2 the faiths taught will be Christianity, Judaism and Islam. At times, other major faiths may be studied in addition to this in line with the long term plan when looking at broader themes such as Festivals (e.g. Hinduism through Divali). A wide range of local and global links (with our global partner schools), visits and visitors will be used to enhance teaching, providing engaging first-hand learning experiences. The whole school also takes part in a multi-faith activity day each term with a focus on a different value or theme to further enhance and share learning, skills, resources (e.g. visits and visitors) and provide opportunities to directly compare similarities and differences between religions and cultures. Teaching and learning will be monitored regularly by the RE subject leader to ensure they are effective and RE quality will also be monitored by the foundation governors via the School Development Plan.

Assessment and SEND provision



Questful RE uses a 'Ladder of Expectation and Achievement'. The ladder enables staff to plan excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability for all pupils including SEND. The ladder is also used to make judgements about the level of individual pupils' achievement and a record sheet has been included in this folder. At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ◆ level (rung 4 of the ladder). Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement.

The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. From Year 2 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored. The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

RE in the Early Years

In Reception, we follow the Blackburn Diocesan Board of Education Chatterbox units. These begin with the children opening a 'chatterbox' filled with objects and artefacts that prompt discussion, or 'chatter'. At the start of the unit, the children will open the chatterbox together and discover what is inside. They take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities. The children's ideas, comments, questions, work, pictures, writing and photos are recorded by the teacher.

Throughout the unit, learning activities are recorded in the class worship book. Everyone contributes either directly onto the pages or by sticking in paper, objects, photos or post-its. This book is the record of the RE that has taken place and, alongside observation, forms the basis of assessment in the Early Years.

Impact

The RE Co-ordinator will need to carry out an RE book/work scrutiny across the school regularly. The RE Co-ordinator with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in your Church school.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations in the ladder;
- photographs recording displays, artwork, visits and visitors;
- teachers' plans showing evidence of quality, creative and challenging RE;
- records of the RE Co-ordinator's scrutiny of work and lesson observations;
- plans and work from special RE days or theme

Withdrawal

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 or Methodist Church 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 should 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 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.

June Lowther RE Co-ordinator, Headteacher, Jan 2021 and review date Jan 2024