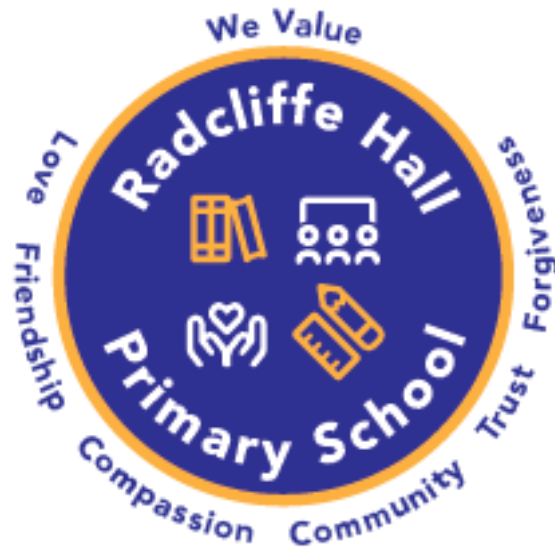


RADCLIFFE HALL CHURCH OF ENGLAND / METHODIST PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

Policy Review: Annually	
Date of Issue: October 2021	Date of Last Review: November 2019
Headteacher Signature: <i>E Ford</i>	CCMAT Signature: <i>J. Lee</i>

Let all that you do be done in love.

Demonstrating compassion, trust, love, forgiveness, community and friendship in all we do.

Do all the good you can.....



MISSION STATEMENT

Our vision is that:

- *With love and guidance, children become curious, successful individuals who flourish in their community.*
- *We provide a school culture ensuring children are ready to learn and support one another.*
- *Our environment is rooted in our Christian values.*
- *Children become respectful, purposeful, independent, responsible learners because they know they are loved.*

As a church school our Religious Education has a distinctive approach:

- Our work at Radcliffe Hall is rooted in the belief that the Christian values of LOVE, FRIENDSHIP and COMPASSION must come first in all we do.
- Our vision is underpinned by Christian theology and we also service our community through the words of John Wesley.
- The wider school community were consulted on the selection of a biblical quote that reflected this core purpose
- Our six core Christian values of Love, Friendship, Compassion, Community, Trust and Forgiveness are the foundations for life at Radcliffe Hall and permeate all aspects of daily life from worship to playtime, curriculum to governance

RE ALONGSIDE THE NATIONAL CURRICULUM

The National Curriculum states the legal requirement that:

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

And:

“All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online.”

(DfE National Curriculum Framework, July 2013, page 4)

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Although Religious Education and Collective Worship naturally compliment and enrich one another, we ensure they are managed separately at Radcliffe Hall.

DEFINITION OF RELIGIOUS EDUCATION

Religious Education is a unique and important element in children’s learning. It leads both to the development and understanding of one’s own beliefs, as well as an appreciation of the beliefs of others. Through Religious Education, pupils can be encouraged to reflect upon those aspects of human life and the natural world which raise questions of ultimate meaning or purpose and to recognise the spiritual dimension of experience.

At Radcliffe Hall, Religious Education lies at the very heart of our curriculum. Pupils and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range

of faiths and world views studied. At Radcliffe Hall, we use “Big Questions” across each teaching unit to enable an enquiry based approach that engages with, for example biblical text, and helps develop religious and theological literacy.

Our explicit links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and have a significant impact on learners. Pupils are rewarded for demonstrating our values through our Rainbow Award, and are supported by our pupil Rainbow Council ambassadors. Through this, they are actively encouraged to practice forgiveness and reconciliation through the school’s Behaviour Policy.

In line with *Religious Education in Church of England Schools: A Statement of Entitlement February 2019*, our curriculum ensures that Christianity is the majority study in RE. At least 60% of the RE curriculum teaching is dedicated to Christianity. RE is timetabled for a minimum of one hour per week in KS1 and KS2 in order to meet explicit RE teaching objectives.

The aims of Religious Education at Radcliffe Hall are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

By the end of Key Stage Two the expectation is that all pupils are religiously literate, and this is taught in the following ways:

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.

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.

CURRICULUM AND ORGANISATION

We follow *Questful RE* which has been established by the Blackburn Diocesan Board of Education Syllabus for RE. This fulfils all legal requirements set out in the *Religious Education in Church of England Schools: A Statement of Entitlement February 2019*. This syllabus is also supplemented with Units of work from *Understanding Christianity*. Our Long Term Plan ensures all six major religions are taught to our pupils, reflecting and celebrating diversity within our society. Our pupils are also taught about the history, traditions and beliefs of both the Anglican and Methodist Churches.

RE is planned for in half-termly blocks in accordance with the Agreed Syllabus. The overview indicates which religions and which curriculum units are being studied. Specific links are made to Christian values and distinctly Methodist values and traditions. *Questful RE* establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively. The RE Subject Leader has attended training for the *Bury Agreed Syllabus 2021-2026* and will trial this resource during a transition period in 2021-22.

Long, medium and short term subject planning can be accessed by all staff via the staff shared drive. It is acknowledged that other subjects, collective worship and the aims of the school in general, all contribute to developing the attitude, skills and processes in RE as set out in the Agreed Syllabus.

RESOURCES

We have a variety of resources available for the planning and teaching of RE. These include reference books for teachers planning and for the children, on line resources, posters and pictures. Boxes of artefacts and resources for specific religions, such as; Christianity, Judaism, Islam are kept in boxes under the stage.

TEACHING METHODS, DIFFERENTIATION AND ASSESSMENT

The RE scheme of work has been planned to incorporate the range of teaching and learning styles to enable greater access for all pupils. Within each unit of work there are opportunities for children to participate in a range of activities to show their understanding of the lesson/subject e.g. role play, watch and respond to video material, painting, reading and writing, listening to or composing music etc. This enables all children to participate, respond and take an active role in their own learning. It also enables differentiation by activity alongside outcome, level of support and input.

PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

It is acknowledged that the whole curriculum and all aspects of school life contribute to the development of pupil's spiritual, moral, social and cultural development. However, RE has a particular contribution to make. Below are some examples of how study in RE can specifically aid the development of the four areas mentioned.

- *Spiritual development* can be fostered through stilling exercises, responding and reflecting on the stories of Buddha, visiting places of worship and considering the beliefs of others such as reincarnation.
- *Moral development* can be fostered by studying the Christian way of life, learning about slavery and persecution from the study of Judaism or by discussing the five moral precepts of Buddhism.
- *Social development* can be seen in the importance of family life in the religions studied. In the study of the different but complimentary roles within the family and also in the sense of community and belonging in Islam and Judaism.
- *Cultural development* occurs directly by encountering and developing respect and understanding of the six world faiths studied. Children are able to identify religious buildings and symbols and also recognise and have some understanding of festivals and celebrations.

MONITORING AND EVALUATING

The school improvement plan contains a system for monitoring and evaluating. The subject leader has a role of assisting the Headteacher and senior management team in implementing this.

The responsibilities of the RE subject leader include:

- Contribute to School Improvement Plan by writing and reviewing Christian Vision Action Plans/priorities
- Providing a scheme of work
- Monitoring and revising the planning where required

- Monitoring the delivery of the planning and scrutiny of books
- Monitoring resources
- Carrying out pupil voice activities
- Lead relevant staff training

EQUAL OPPORTUNITIES, ACCESS AND INCLUSION

Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. Each child with SEND will have equal access to the curriculum in line with the SEND policy.

HEALTH & SAFETY

As children are permitted to handle artefacts, staff must be aware that some are produced outside the UK and therefore safety standards may not be as stringent as they are for British educational equipment. When planning to take the children out of school for visits to places of worship, a risk assessment must be completed.

For more information, please refer to the Health & Safety policy.

PARENTAL RIGHTS OF WITHDRAWAL IN A VOLUNTARY AIDED SCHOOL

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