



Mission Statement
A Caring Christian Family Where We Grow Together

RELIGIOUS EDUCATION POLICY

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Review Date	Signed Head Teacher	Signed Director RCSAT
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Persons Responsible for Policy:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Policy Statement

- 1.1. Our Vision Governors and school staff worked together to agree a vision for The Rural Church Schools Academy Trust (RCSAT) which was best represented as:

‘A Caring Christian Family where we grow together’

Let your Light Shine. (Matthew 5 : 16)

- 1.2. RCSAT is a partnership of school, church, home, the Diocese and community, creating a stimulating and caring environment, grounded in Christian belief and practice, so that all members of the school community can flourish.
- 1.3. The schools appreciate and value what it means to be a positive member of a diverse and multicultural community.
- 1.4. Time is taken to value and nurture each pupil educationally, creatively and spiritually. Pupils and staff are encouraged to aim for each child to ‘Let their Light Shine’ and believe in themselves, understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.
- 1.5. As a Rights Respecting School, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin the Religious Education Policy:
- 1.5.1. Article 29 - (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- 1.5.2. Article 3 - (best interests of the child) The best interests of the child must be a top priority in all things that affect children.
- 1.5.3. Article 14 – freedom of thought belief and religion

2. The Importance of Religious Education (RE)

- 2.1. RE has a very high profile within the church school curriculum and learning activities shall provide fully for the needs of all learners.
- 2.2. Learners shall be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world.
- 2.3. Attainment shall be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.
- 2.4. At the heart of RE in RCSAT schools shall be the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views, fostering respect for them.
- 2.5. RCSAT schools shall pride themselves on their individual involvement in acts of worship (assemblies, Special services and Church Festivals) with their local church. The schools shall play an active part in helping pupils ‘learn from religion’ by involvement in visits to care homes, armistice services, the distributing of harvest gifts and helping others less fortunate than themselves.

3. Church of England Statement of Entitlement for RE.

3.1. Statutory Requirements

- 3.1.1. Every school must offer a curriculum which is balanced and broadly based, and which:
- 3.1.1.1. promotes the spiritual, moral, cultural, mental and physical development of pupils;
- 3.1.1.2. prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 3.1.2. Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The board of directors are responsible for the subject in the school. This is delegated to the Principals and the Religious Education subject leaders on a daily basis.
- 3.1.3. Religious education is taught as an academic subject within the schools broad and balanced curriculum.

3.1.4. Following the Diocese of Blackburn Guidelines for Religious Education through the Questful RE Scheme of Work, the majority of work in Religious Education will be based on the Christian faith with study of other major world religions. Religious Education will be allocated not less than 5% of the timetable.

3.2. Withdrawals

3.2.1. 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.

4. **Aims and Purpose of Religious Education**

- 4.1. RE should make a distinctive contribution to pupils learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and spirit- Life in all its fullness- John 10:10
- 4.2. To help pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- 4.3. To encourage pupils to explore and develop their own religious, spiritual and philosophical ways of living, believing and thinking: in the light of their own experiences.
- 4.4. To engage with challenging questions of meaning and purpose raised by human existence and experience.
- 4.5. To help pupils to understand the religious experience and traditions of others, developing respect and understanding of other people, their beliefs and daily lived experiences, allowing them to develop knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and worldviews being studied.
- 4.6. To develop respect and understanding of other people, their beliefs and daily lived experiences.
- 4.7. To help pupils to learn how to appreciate what is involved in both individual and corporate responsibility, so developing a sense of community and how we live with others to create a wholly integrated society.
- 4.8. To promote the teaching and doctrine of the Church of England, understanding Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- 4.9. 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.
- 4.10. Education shall be reflected throughout as the schools consciously strive to achieve a positive, compassionate, sharing and happy ethos, based on positive reinforcement of good behaviour and attitude.

5. **Expected Outcomes**

- 5.1. Knowledge and Understanding RE shall provide opportunities for pupils to:
 - 5.1.1. Develop their knowledge and understanding of, and their ability to respond to Christianity and the major religions represented in Great Britain today;
 - 5.1.2. Explore concepts within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
 - 5.1.3. Consider questions of meaning and purpose in life;
 - 5.1.4. Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
 - 5.1.5. Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
 - 5.1.6. Develop enquiry and response skills that deepen their understanding through the use of distinctive language, listening and empathy;

5.1.7. Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

5.2. Language and Communication Pupils shall develop language skills through:

- 5.2.1. Talking about their work and presenting their own ideas using and systematic writing of all kinds;
- 5.2.2. Listening and taking part in religious assemblies and Church Services;
- 5.2.3. Studying sacred texts and stories;
- 5.2.4. Extracting information from sources such as reference books, e-mails, the internet and from first hand experiences.

5.3. Values and Attitudes Pupils shall:

- 5.3.1. work with others, listening to each other's ideas, and treat others with respect;
- 5.3.2. have opportunities to consider their own experiences, attitudes and values, and those of other people;
- 5.3.3. develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available;
- 5.3.4. identify high level questions and suggest answers;
- 5.3.5. develop their understanding of why certain things are held to be right or wrong;
- 5.3.6. relate to moral and religious issues.

6. The Planning Process

6.1. During RE in key stages 1 and 2, pupils shall acquire and apply knowledge and understanding of:

- 6.1.1. Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism;
- 6.1.2. How these religions and world beliefs influence individuals, communities, society and the world.
- 6.1.3. As well as learning about religions, pupils shall also develop their ability to respond to what they have learnt and reflect through the use of questions.

6.2. Building on Pupils Earlier Experiences In reception, pupils shall have opportunities to find out and learn about the world they live in. These experiences are likely to include:

- 6.2.1. learning about the beliefs and cultures of others;
- 6.2.2. sharing the celebration of different festivals;
- 6.2.3. hearing stories from a variety of cultural and religious traditions.

6.3. Planning and Assessment

- 6.3.1. Lessons shall be planned around core concepts
- 6.3.2. Overarching questions for each concept shall be answered as part of the pupil's end of unit assessed piece of work.
- 6.3.3. End of unit assessments shall be completed at the end of each unit of work (concept). This is half termly practice.
- 6.3.4. Teachers shall assess this work through using the end of phase statements document and learning steps and complete an assessment tracker, which assists teachers make a judgement on pupil's attainment in RE.
- 6.3.5. RE assessments shall be recorded termly on SIMs, with a judgement being made as to whether a pupil is working towards/working at or greater depth.

6.4. Scheme of Work

- 6.4.1. RCSAT schools have developed a Religious Education curriculum map that ensures progression throughout the year groups.
- 6.4.2. It is an enquiry led teaching and learning approach, following the Blackburn Diocese Questful RE Scheme of Work.
- 6.4.3. The breadth and balance of our curriculum coverage ensures that the pupils develop knowledge and skills to prepare them to be well-rounded citizens.

- 6.4.4. RE shall provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- 6.4.5. To learn about religion shall entail meeting it in every possible way; by visiting places of worship, meeting followers of particular faiths and handling religious artefacts.
- 6.4.6. Teachers shall explore these possibilities when planning for and delivering the unit of study; each class shall visit at least one other place of worship each year.
- 6.4.7. The teacher's role shall be to motivate an interest through a variety of explorations and to find interesting methods of expressing what has been explored.

7. Evaluation and Monitoring

- 7.1. The monitoring of the teaching and learning of RE shall be carried out through the process of school self-evaluation. This shall include scrutiny of planning and children's work as well as classroom observation as appropriate to the action plan.
- 7.2. The RE lead shall also take into account the views of children through questions and regular feedback.
- 7.3. Progress and achievement in Religious Education shall be reported to parents in the annual report at the end of the school year.
- 7.4. The Principal shall have overall responsibility for monitoring and evaluation.
- 7.5. The RE lead shall assist the Principal by monitoring Long Term and Medium Term plans.
- 7.6. The RE lead shall organise with staff the transition of current years RE to new classes at the start of the academic year.
- 7.7. The RE lead shall manage resources.
- 7.8. The RE lead shall endeavor to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- 7.9. The RE lead shall be aware of staff development needs and encourage continuing professional development.
- 7.10. The RE lead shall facilitate the sharing of good practice and be a leader of good practice.
- 7.11. The RE lead shall be responsible for drawing up an action plan for Religious Education and SIAMS. Generally, this will be an annual plan and shall be informed by this policy. It will be reviewed termly.

8. Special Educational Needs (SEND)

- 8.1. Pupils with special educational needs shall work alongside the other pupils 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.
- 8.2. Teachers shall aim to meet the full entitlement of every pupil in the school, optimizing the inclusion of the pupil's differing needs for learning (including children with special educational needs) through differentiated activities.

9. RCSAT Trust Board Commitment

- 9.1. The Trust Board is committed to ensuring that all academy schools:
 - 9.1.1. Have high expectations for all pupils to reach their potential regardless of starting point, gender, learning ability, physical disability, ethnicity and social circumstances.
 - 9.1.2. Provide pupils with the opportunity to read, write and speak with confidence, fluency and understanding.
 - 9.1.3. Give pupils an environment which is safe and secure and which provides encouragement for the development of all aspects of Religious Education.
 - 9.1.4. Ensure that there is equality of access and opportunity for all pupils to develop their skills.
 - 9.1.5. Seek to ensure that all pupils achieve their full potential in all aspects of RE by the time they move from Primary to Secondary Education.

10. Implementation

- 10.1. The RCSAT Trust Board has delegated the responsibility for the implementation of this policy to the Principals and RE leads across the Trust.

11. Governors' Responsibilities

11.1. Governors, particularly the Achievement Committee, shall be expected to:

- 11.1.1. Monitor achievement at end of key stage, and progress within Key stages;
- 11.1.2. Monitor procedures and development plans;
- 11.1.3. Hold staff and leaders accountable for progress and attainment;
- 11.1.4. Monitor progress against the RE Action Plan.