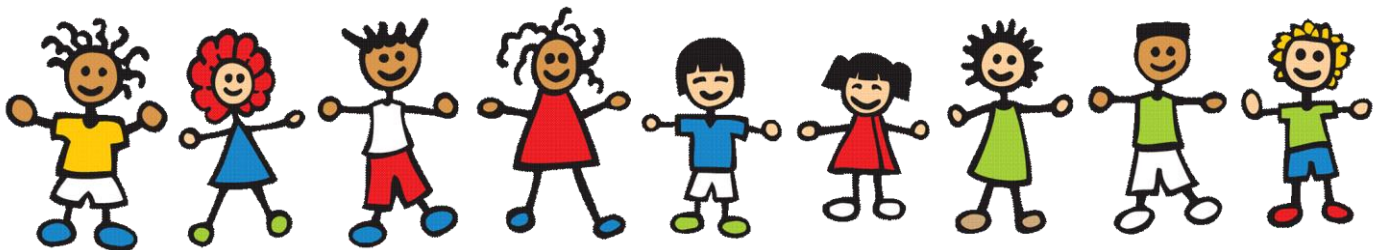


St Paul's CE Primary School

RE Policy





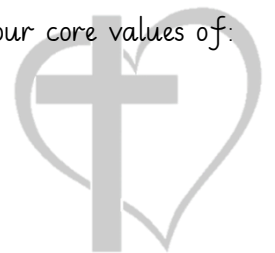
All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'
1 Corinthians 16 13:14

It provides us with our school motto – 'Shine in the love of God' – it is reflected in our core values of:

Love,
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this policy and our curriculum on.



This will bring health to your body and nourishment to your bones.

Proverbs 3:8



St Paul's CE Primary School

RE Policy

Rationale

St. Paul's is a Voluntary Aided Church School and as such, the management of Religious Education is a distinctive role of the Interim Executive Board of Governors and Head Teacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The IEB as a whole is responsible for determining the nature of Religious Education provided in our school.

At St Paul's CE Primary School, our RE curriculum is based on 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.

Whilst Religious Education and Collective Worship naturally compliment and enrich one another at St. Paul's they are managed separately.

At St. Paul's CE Primary School, we believe that Religious Education (RE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills.

It is critical to point out that RE lies at the very heart of the curriculum at St. Paul's.

"In Church of England schools the students 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. Church schools should 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. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners."

RE Statement of Entitlement: The Church of England Education Office 2016

"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%."

RE Statement of Entitlement: The Church of England Education Office 2016

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It includes the 'hidden curriculum', or what the children learn from the way that they are treated and expected to behave.

Our Curriculum Values

At St Paul's we strive to make our children passionate for learning and to make their learning as much fun, as meaningful and relevant as possible. We offer our pupils an excellent education in a safe, calm and creative place.

Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our RE curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of people, as well as their intellectual and physical growth. We organise our RE curriculum so that we promote co-operation and understanding between all members of our community. We teach respect for other irrespective of their gender, age, sexual orientation, gender re-assignment or disability.

Our RE Curriculum Intent

All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'
1 Corinthians 16 13:14

'Shine in the love of God'

This is our school motto. It is reflected in our school values.

Love,
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this our curriculum on.



What follows is what we want our RE curriculum to achieve for all children by the time they leave our school; because we passionately believe that, our children deserve the best.

Our RE curriculum is driven by the needs of our children, their families and the community in which they live. Our mantra is See it!, Say it!, Learn it! Use it! This ensures that all of our children receive the curriculum that makes them the best learner that they can be.

Pupils at St. Paul's participate in weekly high quality RE lessons and activities. Our RE programme is broadly based in Christianity and the teachings of the Bible but also incorporates learning about other world faiths. This ensures that all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

The aims of Religious Education at St. Paul's is:

- To enable pupils 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.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Implementation

Through our RE curriculum we intend to offer the following to the pupils of St Paul's:

| Our Curriculum Driver | How we implement this in PE |
|--|---|
| <p>First Hand and Real Life Experiences (SEE IT)</p> | <p>a) Children to be exposed to the opportunities to visit different places of worship over the course of their time at St. Paul's. These will include Bury Parish Church, a local mosque, synagogue and Buddhist centre. (Covid permitting)</p> <p>b) Faith leaders will visit school in person or remotely to teach about inclusivity and break down ignorance of other faiths.</p> <p>c) School runs a Values Council for KS2 – an element of our Junior Leadership team. They organise collective worship, assess learning environments and give a platform for children's voices to be heard.</p> <p>d) High quality lesson planning is provided by Bury LA which places a focus on experiencing wonder through many different media (music, paintings, artefacts, visits, speakers etc)</p> <p>e) Outdoor learning areas to have areas set aside for quiet contemplation/praying.</p> <p>f) Practical resources and artefacts to be on offer and used with each lesson (if selected).</p> <p>g) Interschool links made and maintained via the Bury RE leader network. Ideas shared for good practice and new, exciting initiatives.</p> |

| | |
|--|---|
| <p>Language Acquisition and Oracy (SAY IT)</p> | <ul style="list-style-type: none"> a) Specific and accurate vocabulary is used when teaching – specifically around the names for religious specific artefacts, proper nouns, religious festivals and observances. b) Progressive vocabulary taught and displayed where appropriate, in accordance with the vocabulary policy. c) Children to be able to speak about their thoughts and ideas around faith with increasing confidence. d) Tolerance of other people’s views and beliefs to be evident in the word choices used within discussions. e) Encourage opportunities for children to explain their responses to both theological and moral ambiguities that arise through the teaching of RE (Jesus destroying the market in the temples, Old Testament depictions of God as sanctioning and destructive f) Precise and correct vocabulary is used throughout lessons by children and staff alike |
| <p>Repetition (LEARN IT)</p> | <ul style="list-style-type: none"> a) RE lessons begin with a recap of vocabulary already known/taught b) Consistent use of religious specific vocabulary across year groups to ensure children are aware of and use appropriate language throughout school c) Repetition of key events and people with the The Big Story of the Bible. Explicit links made to familial links between Old Testament prophets (Abraham) down the generations that result in Jesus’ birth. |
| <p>Retention - Applying Skill and Knowledge (USE IT)</p> | <ul style="list-style-type: none"> a) Explicit links to prior learning made during RE lessons – specifically links to ‘The Big Story’ of The Bible and timelines of events. b) Application of taught skills and techniques so pupils make explicit and concrete links to new learning c) Children can see the ‘bigger picture’ and why they learn what they do in that particular order. d) Children encouraged to explain thoughts and responses to questions using the correct vocabulary. |

Impact

The pupils at St. Paul’s develop their understanding of Christianity and other religions, as a contribution to their understanding of the world and their own experiences within it. The children make sense of biblical and religious texts and discuss their impact on the world.

Our children enjoy RE lessons and the experiences that they give. They can connect, critically reflect upon, evaluate and apply their own growing understanding of religion and belief.

Curriculum Overview – Why?

To understand progression throughout school life, it is important that we know where we are progressing from and where we are going. In RE we aim to give children at the end of their education in Church schools the expectation that all pupils are religiously literate and, as a minimum, pupils 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.

RE Statement of Entitlement: The Church of England Education Office 2016

This can be expressed in more detail and distinctively as:

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.

Religious Education in St. Paul's also helps pupils 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.

Religious Education in Church Schools should help pupils to:

- 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.;

Religious Education in Church Schools should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Planning

The school has developed long term and medium term plans which outline the LO.

In English planning follows T+W.

In Maths teachers plan on a IWB flipchart.

In phonics planning follows RWI.

In guided reading

In RE planning is in line with Manchester diocesan's

In computing/science/history/geography/rse/French/Art/Music/DT the teachers will plan using the school's planning sheet.

Pedagogy

Our PE teaching is based upon our the Balckburn Diocese curriculum of Questful RE and supported by the resource Understanding Christianity. Our pedagogy is then tailored to align with the over all curriculum ethos at St Paul's.

In every RE lesson you would expect to see:

- A clear learning objective taken from the school's medium term plans
Learning evidenced will reflect this learning objective – what the children are learning, not doing.
Eg. Explain, understand, explore, discover, research, investigate, know, use, apply, complete
- Explicit language taught and reinforced (SAY IT)
- A q and a session at the start of a lesson, after each activity within the lesson or at the end of the lesson (USE IT)
- The teacher discussing the learning with the pupils (SAY IT)
- The children responding to the teacher (USE IT)
- Visual stimulation, religious artefacts or aids to facilitate new learning (SEE IT)
- Talking partner/discussions/collaborative working/team building/collaboration (SAY IT)
- Explicit links are made (where appropriate) with other subject areas; particularly english (writing for purpose, retelling, interpreting and explaining) and drama, art and classical music. (USE IT)
- The lesson will end with a further question which will reflect that lesson's learning. (LEARN IT)

Differentiation

All lessons are taught at an age related expectation. We differentiated for SEND, EAL and SEMH learners by providing appropriate adult support and high quality scaffolding. In cases where children are significantly below ARE, activities will be differentiated at source. This will be discussed and agreed by the SENDCo and the HT.

Assessment

Teachers assess summatively after each unit and compile assessment grids. The pupils are assessed around the key areas for each unit and are identified as on track, above or below expectations. This information is shared with the RE Lead.

The Role of the Curriculum Leader

To lead this curriculum area and to complete the following:

- To monitor and evaluate the curriculum provision of the subject
- To carry out planning and book scrutiny
- To carry out learning walks
- To understand the achievement and attainment of the children within this subject
- To identify the priorities for school improvement and to carry these out through succinct action planning.
- To lead on training and staff development
- To attend relevant training and disseminate to whole school.
- To feedback impact and effectiveness to Head Teacher and IEB.

Withdrawal of a Pupil from RE

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 Head Teacher 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 IEB **should** make provision unless the circumstances make it unreasonable to do so.

Should the IEB 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.

Jonathon Purdey
January 2021