This policy outlines the teaching and learning of Religious Education at

 Hornby St. Margaret’s Church of England Primary School.

The implementation of this policy is the responsibility of all the teaching staff and the management of RE is a distinctive role of the Governors and Headteacher.

This policy outlines:

* Our vision and responsibility as a Church of England Primary School to provide religious education,
* The aims and content of our RE curriculum, and
* How our relationship with the church community, school community, local and global communities, influence the teaching and learning of RE.

Hornby St. Margaret’s is a Voluntary Aided Church of England primary school, with its ethos and teaching founded on Christian values and the beliefs.

Our **vision:**

**“We strive, through our Christian ethos and a broad curriculum, to welcome all children into our caring family. We will prepare pupils to be responsible and caring, global citizens of the 21st century. Our children will be guided and supported to achieve their potential as they are all of infinite worth.”**

 This is supported by the **ethos** that underpins all we do:

“A distinctive and caring Christian school which encourages and develops the ‘light’ within every child (and person in our school community), valuing them as made in the image of God. Children know they are loved, are of infinite worth and are supported to develop an understanding of Jesus Christ as their Lord and Saviour – sharing His love with whoever they meet.”

Our **mission statement** reflects this:

“We develop the academic potential of each child and cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure Christian environment.”

* We provide a warm, friendly environment in which each child can feel happy and secure and can develop respect for themselves, for others and for the school.
* We provide a curriculum that enables each child to reach their potential by providing a balance of the academic, the practical, physical and cultural aspects of education.
* We provide experiences that will develop lively, enquiring minds.
* We foster an enjoyment in learning and, as children progress through the school, develop self-motivation, organisation and independence.
* We match the curriculum to the abilities, needs and experiences of our children.
* We enable children to find success and satisfaction in their achievements.

High quality Religious Education is an essential part of a balanced curriculum, and our commitment to RE at Hornby St. Margaret’s C of E Primary School demonstrates our commitment to the nurturing of each individual child.

The Governing Body as a whole is responsible for determining the nature of Religious Education, which is provided in conformity with the rites, practices and doctrines of the Church of England as laid down in Trust Deed.

We have adopted the Questful RE Syllabus 2022 of the Blackburn Diocesan Board of Education.

Religious Education is taught in each class for a minimum of 70 minutes each week . The majority of time given to Religious Education will be devoted to the teaching of Christianity (approximately 80%) – Judaism, Islam and aspects of other world faiths will also be studied for the remaining 20% of curriculum time allocation.

Religious Education is timetabled as a separate subject but is also taught implicitly at many times. Ideas and concepts that underpin faith arise in everyday situations e.g. the wonder of nature, the recognition of pattern or order, the understanding of love and trust. A variety of teaching styles and activities are used in the teaching of RE, for example; visits, meeting believers, handling artefacts, visual resources, drama, discussions, story, art, creative writing and music. Staff have the highest expectations of the children in RE as with all other subjects in school. This ensures pupils are challenged and their knowledge deepened.

We agree with the Blackburn Diocesan Board of Education, that RE should contribute to enabling:

* 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.

To that end, we are using Religious Education as a tool to give the pupils some understanding of a variety of beliefs and ways of life.

We aim to:
1. Enable pupils to know about and understand **Christianity** as a living faith that influences the lives of people worldwide.
2. Enable pupils to know and understand about **other major world religions and world views**, their impact on society, culture and the wider world, and enabling pupils to express ideas and insights. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.
3. Enhance the **spiritual, moral, cultural and social development** of our pupils; contributing to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

**1. Enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide**; by

* helping children understand Christian beliefs;
* giving the children a thorough knowledge of Christianity e.g. the life of Jesus, the history of Christianity and its followers, festivals, worship and the Bible;
* exploring the formative impact Christianity has had on British culture and heritage;
* contributing to the pupils’ experience of Christianity as a living faith;
* developing pupils’ understanding of the Church as a living community;
* helping pupils to visit places of worship, especially the local parish Church;
* contributing to the pupils’ knowledge of the Church of England;
* helping pupils to explore the experience of the Church’s year;
* allowing children access to Christian artefacts that are used with care, respect and confidence;
* helping pupils’ to understand religious symbols, imagery and language;
* giving pupils an insight into, and the skills which are needed for, prayer;
* teaching children about the wonder of God’s love;
* enabling pupils to see how the truth of Christianity is relevant today;
* helping pupils to reflect critically on the truth claims of Christian belief;
* allowing pupils with no religious background to face the challenge of the Christian faith;
* providing opportunities to understand the challenge faced by Christians in today’s pluralist and post-modern society;
* enabling pupils to develop the skills to handle the Bible text;
* creating opportunities for pupils to experience the breadth and variety of the Christian community;
* enabling pupils to develop an understanding of how faith can sustain believers in difficult circumstances and in the face of opposition.

**2. Enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, and enabling pupils to express ideas and insights**; by

* developing the children’s respect for other people’s right to hold different beliefs;
* equipping pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine;
* demonstrating and encouraging respect and tolerance for those of all faiths in their search for God;
* helping the children to develop a positive attitude towards living in a society of diverse religions,
* extending the children’s knowledge of other cultures
* supporting pupils from other faith backgrounds to understand and be encouraged in their faith;
* enabling pupils to develop their knowledge and understanding of the central beliefs of other faiths;
* learning *about* other faiths, their beliefs, traditions and practices, and *from* them through encounter and engaging in thoughtful dialogue;
* exploring some of the similarities within faiths, helping pupils to identify areas of common belief and practice between different faiths;
* recognising that faith is based on commitment to a particular way of understanding God and the world.

**3. Enhancing the spiritual, moral, cultural and social development of our pupils;**

* By contributing to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values;
* helping pupils develop caring and understanding attitudes towards others; encouraging a positive attitude towards religion;
* enriching and expanding pupils’ understanding of truth, while encouraging children in their own faith;
* develop a sense of themselves as significant, unique and precious;
* become active citizens, serving their neighbour;
* supporting pupils to find a reason for hope in a troubled world;
* helping children explore and reflect on the key values of life (e.g. goodness, truth, love, compassion);
* developing awareness of the fundamental and ultimate questions of life raised by human experience, helping pupils to reflect on them, and understand how Biblical teaching can relate to them;
* helping pupils reflect theologically and explore the ultimate questions and challenges of life in today’s society;
* responding to such questions with reference to the teachings and practices of Christianity and to their understanding and experience;
* providing opportunities for pupils to explore thoughts, ideas and questions concerning faith and belief with increasing depth; reflecting on their own beliefs, values and experiences in light of their study;
* helping children recognise the common human quest for justice, peace and love, and the common goal of the survival of life on this planet;
* showing children that religion and faith matter to individuals and society, and makes a difference to believers’ lives;
* demonstrating and encouraging a caring attitude and a sense of wonder towards creation;
* fostering pupils’ sense of self-worth;
* enabling and encouraging pupils to communicate their thoughts, feelings and insights.
* enabling the development of pupils’ ability to make reasoned and informed judgements about religious and moral issues.

Content

In accordance with the diocesan syllabus, the central content of Religious Education consists of learning *about* God, and learning *from* Jesus and his followers:

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.

By embracing the explicit teaching of Christian concepts and God’s big salvation story, the content of the RE at our school will give pupils a deepening understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate.

The pupils at Hornby St. Margaret’s C of E Primary School have a restricted everyday experience of the increasingly pluralistic nature of British society, having few contacts with faith communities other than Christianity. We acknowledge the critical contribution RE has towards our children’s greater understanding of our wider multi-faith society. We therefore aim to develop pupil’s knowledge, understanding and respect for the practices and beliefs of the major world faiths.

# Progression

The teaching of Religious Education progresses through the school so that the children’s understanding and appreciation develops as their maturity allows them to reflect and question their own beliefs and values. By using the Diocesan RE syllabus, ‘Understanding Christianity’ and RE Today material, content areas are re-visited with increasingly complex ideas. For example, the main Christian Church festivals that are covered throughout the school every year show progression. Teachers choose activities appropriate to the age group from the planning included in each unit of work, according to the ‘ladder of expectation’ as outlined in Questful RE.

Assessment, Record Keeping and Reporting to Parents

RE is assessed within each topic. Teachers record observations in the form of notes, relating to written, oral, and practical work. No judgements are made about whether a pupil’s religious beliefs are right or wrong. At the end of each unit a child’s position on the ladder is recorded in the RE assessment spreadsheet

An annual written report is sent to parents during the Summer Term.

SEN provision

We aim to provide differentiated work for differing pupil needs. All children benefit from work that is relevant and this is particularly so for those with special or additional needs. Every child has an entitlement to be taught the full range of subjects including RE.

# Equal Opportunities

Religious Education allows time for the discussion of many equal opportunity issues such as discrimination by belief, ethnicity or social circumstance. We aim to develop in the children an appreciation, understanding and respect for the rights, needs and feelings of others.

Religious Education and Collective Worship
Daily acts of collective worship form an important part of school life, providing children an opportunity to engage corporately with the themes and values of education in a Church of England Primary School. Although Religious Education and Collective Worship naturally compliment and enrich one another, they should be managed separately, as stipulated by the Blackburn Diocesan Board of Education.

Connecting with our Parish
Visits to the church building are used to gain factual information, to sense the atmosphere and to gain inspiration. The Incumbent is keen to support us in the use of the building and is prepared to assist in visits if wished. Members of the church are willing to discuss their role in the church community. Hornby St. Margaret’s C of E Primary School has strong links with its Parish Church and Minister. Whenever possible, the Incumbent has regular contact with the children through weekly Collective Worship held in school and through school attendance at Parish services on special days. Visits to the Parish Church, as part of the children’s Religious Education, are encouraged.

Resources

Resources are centralised for access and use by all members of staff and the school community for the purposes of Religious Education, Collective Worship, PSHE, SMSC and P4C. The subject leader should be informed of any gaps in resources as topics are covered.

Consultation, Management and Review

The RE subject leader will ensure implementation of the RE policy and syllabus across school through lesson observations and book scrutinies. The subject leader will assist staff as required – recommending resources, finding out information when needed and leading INSET. The subject leader will use the ladder to compile an annotated portfolio of RE work from across the key stages highlighting achievement and progress in the school.

Staff Development

INSET is provided when necessary.

The Legal Requirements for Religious Education

The Worship and Religious Education provided by Hornby St. Margaret’s C of E Primary School is governed by the 1988 Education Reform Act, which requires Religious Education to be provided for all pupils (Section 2(1) (a), as well as by the school’s Trust Deed in accordance with the Church of England. 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 our Christian 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.

The Headteacher and Governors will try to respond sympathetically if there are strong conscientious grounds for parents requesting withdrawal. The type of Religious Education provided must be in accordance with the Trust Deed (Church of England).

# Complaints about the Provision of Religious Education

It is hoped that any complaint will be resolved informally by the Head Teacher, in consultation with the Governors, and possibly with advice from the Diocese. However, if the complaint is not satisfactorily resolved then formal procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Blackburn Diocesan Board of Education acting on behalf of the Bishop of the Blackburn.

# Request for RE according to the LEA Syllabus

## Parents may request governors to provide Religious Education according to the LEA Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where RE is provided according to the Agreed Syllabus. Governors may make such provision but equally may not. The responsibility for so doing then falls on the Local Authority who can decide whether or not to supply such non-denominational Religious Education

Summary

Religious Education at Hornby St. Margaret’s C of E Primary School aims to help children develop their own beliefs, values and attitudes through an exploration of shared human experience within a Christian environment. The children’s learning and development will be helped by exploring religious beliefs and practices, with particular reference to the Church of England. Within Religious Education we aim to promote the pupils’ spiritual development and to help the children to explore and reflect on the key values of life – mutual love, goodness, truth, respect and compassion.

Quality RE breaks down barriers and builds communities. RE should make a lasting impact on the whole school community (Questful RE)