



Policy Number CH128a

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**Religious Education Policy**

Produced by Childwall Church of England Primary School

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**Our Mission Statement**

**“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)**

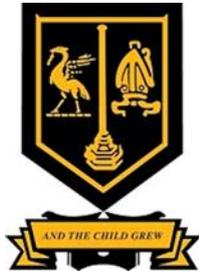
**Our Vision**

**We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.**

**Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)**

**DOCUMENT STATUS**

<b>Version</b>	<b>Date</b>	<b>Action</b>
Version 1	September 2019	New Policy agreed by Vision & Values Committee 8.10.19
	October 2021	Reviewed by Vision & Values Committee
Review Period	2 yearly	
Review Date	September 2023	



## 1. Statement of Intent

### 1.1 Our Mission Statement

1.1.1 “And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

### 1.2 Our Vision

1.2.1 We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

1.2.2 Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

1.3 Our children thrive within a culture of high expectation of progress and attainment for every pupil, according to their individual potential. But, equally important to us is the spiritual growth of our children into caring, respectful individuals who embody our school’s core Christian Values of **Friendship, Forgiveness, Compassion and Thankfulness.**

1.4 We believe that it is this combination of academic and spiritual development that truly encompasses our school vision, and which leads to our school being such a happy and safe learning environment for our children to develop and grow in.

1.5 We fully believe that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.

1.6 Religious Education at our school is a core subject. It is taught in line with the over-arching school mission statement, seeking to reinforce and enrich the central meaning of this Bible verse. By the time a child at Childwall CE Primary leaves us at the end of Year 6, our aim is that they have grown strong spiritually. Our Religious Education curriculum seeks to do this: that they will have the knowledge, skills and understanding to ask and answer the deepest questions of life, underpinned by a firm Christian foundation.

## 2. Basic Principles

2.1 Childwall Church of England Primary School’s approach to Religious Education meets the requirements of the National Curriculum, providing access to Religious Education for all children, including within EYFS.

2.2 In Voluntary Aided Schools, the management of Religious Education is a



distinctive role of the governors and head teacher. RE is provided in accordance with our school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in our school. The Governing Body has subsequently approved the adoption of the Questful RE Syllabus for Childwall CE Primary School, used alongside the national resource, Understanding Christianity, which fulfil all the legal requirements and the RE Statement of Entitlement from the Church of England Office 2016.

- 2.3 Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.
- 2.4 RE in our Church School lies at the very heart of the curriculum and we are always striving for excellence in reflecting the school's distinctive Christian character.
- 2.5 We adopt an enquiry-based approach, encouraging children in a quest of discovery about faith and Christianity, centred predominantly on informed conversations; consequently, there is less emphasis on formal individual written recording of learning than in other curriculum subjects.
- 2.6 In order to make religious education a lively, meaningful and active subject we employ a variety of teaching methods: discussions, hot seating and debate, recording in class floor books, active participation, outside visitors, trips, art, music, development of thinking skills, drama and the use of artefacts.
- 2.7 The Church of England Education Office RE Statement of Entitlement 2016 states that: "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.
- 2.8 In line with this, at Childwall CE Primary School:
  - 2.8.1 At least 5% of curriculum time is devoted to RE, equating to 1¼ hours per week as a minimum.
  - 2.5.2 Christianity plays a central role in RE, taking up approximately 80% of the time.
  - 2.5.3 Teaching about other world faiths and world views makes up the remaining 20% of curriculum time.

### 3. Key Aims of our Religious Education Policy

- 3.1 To enable pupils to know about and understand Christianity as a living faith



that influences and informs the lives of people worldwide and as the religion that has most shaped British culture and heritage

- 3.2 To relate Jesus' teachings to our own lives today within a pluralist, diverse, post-modern society
- 3.3 To enable pupils to know and respectfully understand about other major world religions and world views, their impact on society, culture and the wider world, with an understanding of how many beliefs, practices and values are mutually shared or have similarities
- 3.4 To provide opportunities for meaningful and informed dialogue with those of shared faith, other faiths and none.
- 3.5 To contribute to the development of pupils' (and staff's) own spiritual and philosophical convictions, exploring and enriching their own beliefs and values
- 3.6 To enable pupils to enrich their own faith through diverse examples of holy living which embody key Christian values, particularly our core values of friendship, forgiveness, compassion and thankfulness
- 3.7 To encourage a sense of responsibility towards other people and the environment (God's creation) and our local, national and international community.

#### 4. **Key Elements of Religious Education Learning in Our School**

##### 4.1 **We learn about:**

- 4.1.1 God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- 4.1.2 God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- 4.1.3 God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

##### 4.2 **We learn from:**

- 4.2.1 an empathetic response to the Christian faith and a critical engagement with it;
- 4.2.2 responding personally to the stories and teachings of Jesus Christ;
- 4.2.3 examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

##### 4.3 **Religious Education in our school helps pupils to:**

- 4.3.1 learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue:
- 4.3.2 recognise and respect those of all faiths in their search for God;



- 4.3.3 recognise areas of common belief and practice between different faiths;
- 4.3.4 enrich and expand their understanding of truth while remaining faithful to their own tradition;
- 4.3.5 enrich their own faith through examples of holy living in other traditions;
- 4.3.6 reflect theologically and explore the ultimate questions and challenges of life in today's society;
- 4.3.7 reflect critically on the truth claims of Christian belief;
- 4.3.8 see how the truth of Christianity is relevant today;
- 4.3.9 understand the challenge faced by Christians in today's pluralist and post-modern society;
- 4.3.10 develop the skills to handle the Bible text;
- 4.3.11 recognise that faith is based on commitment to a particular way of understanding God and the world;
- 4.3.12 begin to develop their own commitments, beliefs and values;
- 4.3.13 develop a sense of themselves as significant, unique and precious;
- 4.3.14 experience the breadth and variety of the Christian community;
- 4.3.15 engage in thoughtful dialogue with other faiths and traditions;
- 4.3.16 become active citizens, serving their neighbour;
- 4.3.17 find a reason for hope in a troubled world;
- 4.3.18 understand how religious faith can sustain believers in difficult circumstances and in the face of opposition;

#### 4.4 **Religious Education in our school enables:**

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



## 5. Assessment and Record Keeping

- 5.1 Children are assessed for each unit of work against the Ladder of Expectation. This seeks to record progress in the form of 'rungs' on a ladder.
- 5.2 At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder. At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.
- 5.3 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.
- 5.4 Each unit of work's judgements are recorded on a specific **recording sheet**. This recording sheet is designed to be used at the end of a unit.
- 5.5 In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic and it is expected that teachers will incorporate them into learning objectives.
- 5.6 These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.
- 5.7 From Year 3 onwards each child has their own RE Reflection book, which is used weekly to develop open-ended and reflective thinking.
- 5.8 In addition to this, all pupils from Y2 onwards have their own RE assessment book, which is used as a personal record of reflections after finishing each unit of work. These have been specifically designed to include questions which challenge the more able and allow teachers to strengthen their assessment judgements.
- 5.9 The majority of RE work for each class is recorded in a whole class RE 'floorbook'. This contains 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, as well as individual pupil responses and reflections.
- 5.10 In Years 5 and 6, pupils have their own reflection journals, in which they develop their styles of recording. They are encouraged to develop their thinking skills by answering challenging questions.
- 5.11 Floorbooks and reflection journals are regularly shared with children and parents as a way of celebrating the class's RE journey as well as individual contributions. These different forms of pupil recording provide the evidence that can be assessed and monitored.
- 5.12 The RE subject leader carries out an RE work scrutiny across the school regularly. The RE subject leader, with the cooperation of the staff, will create a portfolio of evidence of the RE taking place throughout the school.



## **6. The Spiritual, Moral, Social and Cultural Development of Children**

- 6.1 In our school, RE plays an important role, along with other curriculum areas in promoting the spiritual, moral, cultural and social development of our children:
- 6.2 Spiritual development through learning in Religious Education in our church school, enriches and encourages pupils' discovery of God the Creator, of their 'inmost being' and of the wonder of God's creation, the environment
- 6.3 Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives
- 6.4 Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice
- 6.5 Cultural development provides opportunities to develop an understanding of Christianity as a global faith and the impact this has on millions of people

## **7. Equal Opportunities (2010 Equalities Act) and Valuing All God's Children (2017)**

- 7.1 As with all subjects in our curriculum, the school strives to give all children, regardless of gender, ethnic origin, social and cultural background, religion, disability or sexual orientation, equal respect and equal access to all aspects of the curriculum and school life.
- 7.2 Our policy for Religious Education aims to ensure the provision of equal opportunities for all in adherence to the guidance from 'Valuing All God's Children'.
- 7.3 We fully believe that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.
- 7.4 A key concept of Christian theology is the truth that every single one of us is made in God's image and every one of us is loved unconditionally by God and we seek to uphold everybody's dignity by offering a community where everyone is shown and reminded they are valued and loved.

## **8. SEND**

- 8.1 Children with special educational needs work alongside other children in their class as in other curriculum areas.
- 8.2 Differentiation in approach, language and expected outcomes is appropriate to the varying needs in the class.
- 8.3 Through quality first teaching, we aim to meet the full entitlement of every child in our school.

## **9. Parental Rights of Withdrawal in a Voluntary Aided School**

- 9.1 'The Worship and Religious Education provided by the school is in accordance with the Church of England 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 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.' (Church of England Board of Education)

- 9.2 If such a request for withdrawal is made, the Headteacher will 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.
- 9.3 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.
- 9.4 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.

## 10. Resources

- 10.1 The Blackburn Diocesan Syllabus has been adopted by the Governing body for the teaching of RE. The details of this can be found on the school website in the form of a whole school curriculum web.
- 10.2 A range of artefacts including articles of faith from different world religions, Bibles, books and pictures are kept in a central location within school. Artefacts available for teachers' use are cross-referenced on the RE curriculum.
- 10.3 We welcome parents, faith leaders and other safe, informed adults into school to talk to the children about their faith and experiences.
- 10.4 We seek opportunities to take children into places of worship in our local area including Church of England and Roman Catholic churches, other Christian places of worship, synagogues and mosques, Liverpool Anglican Cathedral and Liverpool Metropolitan Cathedral.

## 11. Roles

- 11.1 The Governing Body
  - 11.1.1 Will take overall responsibility for implementing this policy
  - 11.1.2 Will support the headteacher, subject leader and other contributors in developing a variety of approaches and strategies to enhance Religious Education in our school
- 11.2 The Headteacher
  - 11.2.1 Will work in collaboration with the R.E. subject leader, other school staff, pupils, parents/carers, vicar and curate of All Saints Church, Liverpool Diocese and other contributors to ensure the aims and principles of this policy are upheld



11.2.2 Will monitor the success and effectiveness of Religious Education within school, in line with SIAMS framework

11.2.3 Will collaborate with colleagues from the Diocese and other church schools to share good practice and actively seek to enhance Religious Education opportunities and experience

### 11.3 The R.E. and Collective Worship Leader

11.3.1 Will consult with the Headteacher, staff, governors and other contributors to ensure the aims and principles of this policy are upheld

11.3.2 Will carry out monitoring of Religious Education, producing a subject leader's report and development action plan

11.3.3 Will, with the cooperation of the staff, create a portfolio of evidence of the RE taking place throughout the school.

11.3.4 Will source and order resources

11.3.5 Will lead and encourage staff by providing INSET and advice, sharing good practice

11.3.6 Will collaborate with colleagues from the Diocese and other church schools to share good practice and actively seek to enhance Religious Education opportunities and experience

## 12. Review & Development

12.1 This policy will be reviewed/revised every 2 years by the headteacher and Religious Education subject leader in order to ensure that:

12.1.1 It complies with statutory requirements and any new legislation

12.1.2 It fully reflects the current practice in school

12.1.3 Any necessary actions are included in the School Strategic Plan

12.2 Headteacher: Mrs Wendy Mason

12.3 Religious Education Subject Leader: Mrs Rachel Woolnough