



Love Learning. Love Each Other.

Policy for RE

But the wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.

James 3:17

St Mary's School Vision

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured. *Life in all its fullness* – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do. *I know the plans I have for you. Plans to make you prosper* – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created.
- Social action is at the core of our community – on local, national and global levels.

All of these are underpinned our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our

core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'. Ephesians 4:15-16

RE teaching is a core part of our learning at St Mary's. Through it we examine the Christian values of our school; learn about the nature of our loving God; consider the differences and similarities of the Christian faith to others practised; explore the rich history of the Church; and gain a deep knowledge of the bible through its stories and concepts.

RE teaching forms a key part of our curriculum and we follow the Church of England guidance as to curriculum time.

"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

As a voluntary aided school the management of RE is a distinctive role of the governors and headteachers. 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.

At St Mary's we follow the Black Diocesan Board of Education Syllabus for RE (Questful RE), this is enhanced by the use of Understanding Christianity. The overview of curriculum areas taught can be found in appendix two. This syllabus fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

"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

This policy should be read in conjunction with the Collective Worship policy. Although these two areas of school life compliment each other – they are managed distinctly.

The aims of Religious Education at St Mary’s are:

- 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.

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

Appropriate to age at the end of their education at St Mary’s the expectation is 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.

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 at St Mary's should also help 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 at St Mary's 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 at St Mary's 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.

Religious Education at St Mary's and Spiritual, Moral, Social and Cultural (SMSC) development:

- RE makes a significant contribution to pupils' SMSC development through the exploration of their own faith and beliefs
- pupils' are given the opportunity to explore the beliefs and practices of other faiths including (but not limited to) Islam, Judaism and Sikhism
- pupils' are given the opportunity to reflect on the church's practice of supporting charities and social justice campaigns
- pupils' are given the opportunity to consider the moral obligations of Christians to support their local, national and global community

SEN and RE

Provision is made for all pupils to access the RE curriculum appropriate to their additional needs e.g. adapted resources and planning; adapted tasks

RE and British Values

British Values are defined by Ofsted as:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At St Mary's these are addressed through collective worship, PSHE, RE and aspects of school life such as elections to the school council and the celebration of the festivals of different faiths.

Assessment and RE

Assessment for RE is completed in accordance with the guidance set out in the Blackburn Diocesan Board of Education syllabus. See appendix one for details.

Right to Withdraw

'The Worship and Religious Education provided by the school is 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 the Church of England ethos, removal of pupils from 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 will explore the reasons for the request and seek to arrive at an accommodation.

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 **will** make provision unless the circumstances make it unreasonable to do so.

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.

Policy Review

This policy is subject to bi-annual review and will next be reviewed in June 2023.

Appendix One

RE Assessment and recording sheet.		
Unit:		
Autumn Term	Spring Term	Summer Term
Children	Expectations	
Most children could		
Some children could only		
Some children progressed further and could		
Children with lower achievement	Children with higher achievement	Children who missed part
General comments/evaluation of unit of work		
Teacher assessment: Overall class working at (Ladder of expectation)		
◆	Explain the impact of religion on believers' lives, identify distinctive beliefs within and between religions, and express their own views	
✦	Show understanding of and describe, using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.	
■	Ask important questions, make links between stories and beliefs, begin to identify the impact of religion and make connections to their own experiences.	
▲	Retell stories using religious words to identify features and expression of religion and begin to ask questions.	
●	Recall stories, recognise features of religion and talk about their own experiences.	
Class:	Teacher:	Date:

Appendix Two

RE Overview – St Mary’s Prestwich

following table shows where other faiths **must** be studied as part of your RE units. I’ve also made suggestions as to where you should make visits and invite speakers in.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	Saying Thank You to God at Harvest Time	Christmas	Stories Jesus Heard	Easter	I am special	Special Times
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	NA	Diwali – as part of Celebrations thematic unit	Start to talk about Muslims and Jewish people also reading these stories	NA	NA	Islam – celebrations in other faiths
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Visit from the clergy Visit from someone at the foodbank Collecting food for harvest	Mrs Rathor to visit to talk about Diwali Nativity play	NA	Visit to church for Easter service	NA	Ask a Muslim parent to come in and talk about a celebration that has been special to them – eg wedding Possibly recreate a Christian wedding – ask clergy to come in to support with this
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
	NA	Link the celebration to harvest	Link to Christmas unit and Jesus starting to grow up	Link to previous three units	Recap on prior knowledge – especially harvest and God’s love for the world	Recap on prior knowledge

Reception	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	Friendship	Why do Christians perform Nativity plays at Christmas	Stories Jesus Told	Why do Christians put a cross in an Easter garden	Prayer	Special Places
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	NA	Judaism – Hannukah (part of thematic unit on celebrations)	NA	NA	Islam – how do Muslims pray (links to thematic unit on Pakistan)	Islam – talk about mosques (links to thematic unit on Pakistan)
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Visit from the clergy Visit from someone at the foodbank	Nativity play	NA	Make an Easter garden Possible visit from someone who makes Easter gardens for church	Visit from Muslim parent to talk about prayer and how Muslims pray	Visit to church to look at the different parts
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
Talk about the I am special learning from nursery – read the Chatterbox unit	Talk about what they learnt in nursery about Christmas – read the Chatterbox unit	Link to stories Jesus heard from nursery	YN – Easter – telling the story	Talk about Jesus praying in the garden before his arrest from the Easter unit, link to Jesus talking to his friends about prayer with Friendship unit	Recap on all learning so far – link back to work on prayer in Islam	

Y 1	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	My World, Jesus' world Harvest	Christmas Gifts	Baptism	Easter – Celebrating New Life	Joseph Jesus was special	What do Christians believe God is like?
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Judaism	NA	Islam – birth rites for Muslim babies	NA	Very basic but make reference to the fact that the story of Joseph is also told in Judaism and Islam	Islam and Judaism – we all believe in a creator God and share the same creation story
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Study of festival of Sukkot – possibly making a shelter	Nativity play	Muslim parent to come in to talk about how babies are welcomed in Islam Clergy to visit to baptise a doll/teddy (or do this in church)	Easter Service at church	NA	NA
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
YN – Harvest – read the Chatterbox unit	YN- Christmas YR – Why do Christians perform nativity plays at Christmas?	YN – Special Times YR – Special Places Link to work on My World:Jesus' World and think about what Jesus' baptism would look like compared to our own	YR – Easter (Story) Y1 – Why do Christians put a cross in the Easter garden?	Link back to My World: Jesus World YN – I am special	Make links with unit taught on Harvest	

Y	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
2	Why is the Bible such a special book?	Why was the birth of Jesus such good news?	Jesus, friend to everyone	Easter: How do Symbols help us to understand the story?	Why is the church a special place or Christians?	What happened at the Ascension and Pentecost?
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Islam and Judaism – looking at other other holy scriptures	NA	NA	NA	Islam – looking at a mosque	NA
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Visit from Islam Resources for session on Quran (link with Y5 to potentially do on same day)	Nativity	NA	Easter Service in church	Visit mosque Visit to church (the mosque should take priority)	NA
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
	My World: Jesus World – what holy scriptures would Jesus’ have read Links back to stories already heard from bible	YR – Christmas (story) YN – Why do Christians perform nativity plays at Christmas Y1 – Christmas Gifts	YR – Friendship; Stories Jesus Told Y1 – Jesus Was Special		YR – Special Places (visit to church planned here)	YN – Special Times (Pentecost)

Y 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	Harvest	Christmas: God is With Us	Called by God	Exploring the joy and sadness of Easter	Jesus the man who changed lives	Which rules should we follow?
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Judaism - Sukkot	NA	Judaism – make sure children know that the prophets are part of the Jewish and Christian tradition	NA	NA	Islam – Five Pillars of Islam Judaism – Laws for Living
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Harvest service in church	Nativity	Visit from clergy to talk about ordination and vocation	Easter service at church	Raise money for a Christian charity eg Christian Aid (potentially during Christian Aid week)	Visit from Islam Resources to talk about 5 Pillars of Islam – link with Y4 to potentially do on same day (they will be having a talk about prayer)
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
Y1 - Harvest	Y1 – Christmas Gifts Y2 – Why was the birth of Jesus such good news?	Y1 – Joseph – as part of Old Testament stories Y2 – Why is the church a special place	Y1 – Easter: Celebrating New Life Y2 – Easter: How do symbols help us to understand the story?	Y1 – Jesus is special Y2 – Jesus, Friend to Everyone	YR – Prayer (links with Islam) Y2 – Why is the church a special place (study of mosque) Y2 – Why is the bible such a special book (study of Quran and Torah)	

Y 4	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	God, David and the Psalms	Christmas: Exploring the Symbolism of Light	Jesus the Son of God. How did Jesus show his power and authority	Exploring Easter as a story of betrayal and trust	Are all places of worship the same?	What is prayer?
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Basic links to understanding that David was a Jewish king and his story is known in Judaism, Islam and Christianity	Judaism – study of Hannukah	Judaism – rules around Shabbat	NA	Judaism – study of a synangogue	Judaism prayer (make links with synagogue visit) Islam – prayer
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	NA	Nativity	Recreation of Shabbat meal and ritual	Easter service in church	Visit to a synagogue (YR will have church visit; Y2 mosque visit)	Visit from Islam resources to talk about Muslim prayer – link with Y3 to potentially do on same day (they will be having a talk about the 5 pillars)
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
	Y1 - Joseph Y3 – Called by God (study of the prophets)	Y1 – Christmas Gifts Y2 – Why was the birth of Jesus such good news? Y3 – Christmas: God is with us	Links to study of Hannukah in previous unit Y3 – Rules for living Y1 – Jesus is special Y2 – Jesus, Friend to Everyone Y3 – Jesus, the man who changed lives	Y1 – Easter: Celebrating New Life Y2 – How do signs and symbols help us to understand the Easter story? Y3 – Exploring the joy and sadness of Easter	Y2 – Why is the church a special place of worship for Christians? Previous units this year on Judaism	Y3 – Rules for living

Y 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
	How and why do Christians read the bible?	Christmas (The Gospels of Matthew and Luke)	Jesus the Teacher	Why do Christians believe that Easter is a celebration of victory?	Exploring the lives of significant women in the Old Testament	Exploring loss, death and Christian hope
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Islam – Quran Judaism – Torah and Holy Scriptures	NA	NA	NA	Judaism – Festival of Purim	Islam – beliefs about death and resurrection
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Visit from Islam Resources to talk about the Quran (link with Y2 to potentially do on same day)	Nativity	NA	Easter service in church	Have Purim celebration (complete with fancy dress)	Visit from clergy to talk about Christian death rites
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
	Y2 – Why do Christians read the bible Talk about stories that they have read and where they are found throughout the different units in KS2	Y3 – Christmas: God with us Y4 – Christmas: Exploring the symbolism of light	Y3 - Jesus, the man who changed lives Y4 - Jesus the Son of God	Y3 – Exploring the joy and sadness of Easter Y4 - Exploring Easter as a story of betrayal and trust	Y3 – Called by God; Rules for Living Y4 – God, David and the Psalm	Y3 – Rules for Living Y4 – What is prayer?

Y	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title	Unit Title
6	Life as a Journey	How do Christians prepare for Christmas?	Why is the Exodus such a significant event in Jewish and Christian history?	Who was Jesus? Who is Jesus?	Ascension and Pentecost	Ideas about God
	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects	Links to other faiths/subjects
	Islam - Hajj Judaism – visit to Jerusalem	Judaism – understanding that the Jewish people are still waiting for the Messiah Islam – understanding that Jesus is seen as a prophet in Islam	Judaism – study of Pesach and Seder	NA	NA	Islam – the first pillar Hinduism, Sikhism – polytheism vs monotheism (study of world religions broadened in preparation for high school)
	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops	Enhancements/Writing/Maths Ops
	Visit from non clergy Christian to talk about their faith journey	Nativity	Visit to the Manchester Jewish Museum	Easter Service in church	Preparation for confirmation from the clergy team	Leavers’ Service – church and cathedral
	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units	Make explicit the links to these units
	Y3 – Rules for living Y4 – What is prayer Y5 – How and why do Christians read the bible?	Y3 – Christmas: God with us Y4 – Christmas: Exploring the symbolism of light Y5 – Christmas (the gospels of Matthew and Luke)	Y3 – Called by God Y4 – God, David and the Psalms Y5 – Exploring the significant women of the Old Testament	Y3 – Jesus, the man who changed lives Y3 – Exploring the joy and sadness of Easter Y4 – Jesus, Son of God Y4 – Exploring the Easter as a story of betrayal and trust Y5 – Jesus the teacher Y5 – Why do Christians believe that Easter is a celebration of victory?	Y2 – Ascension and Pentecost	This is a unit drawing together all that the pupils have learnt about the nature of God over their time at St Mary’s.