



*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 Blackburn Diocesan Board of Education Syllabus for RE (Questful RE), this is enhanced by the use of Understanding Christianity. This syllabus fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

The scheme is under review by Manchester Diocese and updates will be introduced during the academic year 2023/2024.

*"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 through adaptative teaching e.g. adapted resources, support and 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 2025.

## Appendix One

<b>RE Assessment and recording sheet.</b>		
<b>Unit:</b>		
Autumn Term	Spring Term	Summer Term
<b>Children</b>	<b>Expectations</b>	
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		
<b>Teacher assessment: Overall class working at (Ladder of expectation)</b>		
◆	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

	Autumn	Hours	Spring	Hours	Summer	Hours
YN	EYFS Harvest – Saying thank you to God at harvest time	NA	EYFS – Stories Jesus Heard	NA	EYFS – Special Places	NA
	EYFS – I am special	NA	EYFS – Stories Jesus Told	NA	EYFS – Special Times	NA
	<b>EYFS – Christmas</b>	NA	EYFS Easter	NA		
YR	EYFS Harvest – Saying thank you to God at harvest time	NA	EYFS – Stories Jesus Heard	NA	<b>EYFS - Prayer</b>	<b>NA</b>
	EYFS – Friendship	NA	EYFS – Stories Jesus Told	NA	Why is the word God so important to Christians?	NA
	<b>Why do Christians perform Nativity plays at Christmas?</b>	NA	Why do Christians put a cross in an Easter garden?	NA	<b>EYFS – Special Times</b>	NA
Y1	<b>How can we help those who do not have a good harvest?</b>	<b>5</b>	Jesus was special	6	<b>Why is baptism special?</b>	<b>7</b>
	My world, My Jesus	4	Easter. Celebrating new life and new beginnings. (including elements of Why does Easter matter to Christians?)	5	What do Christians believe God is like?	5
	Christmas. Why do we give and receive gifts? (elements of Why does Christmas matter to most Christians?)	5				
Y2	<b>The Bible. Why is it such a special book?</b>	<b>10</b>	Jesus friend to everyone (elements of What is the Good News Jesus brings?)	6	<b>Why is the church a special place for Christians?</b>	<b>10</b>
	Christmas. Why was the birth of Jesus such good news? (including elements of Why does Christmas matter to most Christians?)	4	Easter. How do symbols help us understand the story?# (including elements of Why does Easter matter to Christians?)	5	What happened at the Ascension and Pentecost?	4
Y3	<b>Harvest</b>	<b>7</b>	Jesus the man who changed lives (elements of What Kind of World did Jesus want?)	6	What do Christians learn from the creation story?	4
	Called by God (elements of What is it like to follow God)	7	Exploring the sadness and joy of Easter (elements of Why do Christians call the day Jesus died Good Friday)	5	<b>Which rules should we follow? (elements of How can following God bring freedom and justice?)</b>	<b>12</b>
	Christmas God with Us	4				
Y4	God, David and the Psalms	6	<b>Jesus the Son of God</b>	<b>9</b>	<b>Are all churches the same?</b>	<b>12</b>
	<b>Christmas. Exploring the symbolism of light</b>	6	<b>Exploring Easter as a story of betrayal and trust (elements of Why do Christians call the day Jesus died Good Friday?)</b>	5	What is prayer?	5
Y5	<b>How and why do Christians read the bible?</b>	11	Jesus the Teacher (elements of What would Jesus do?/What kind of King is Jesus?)	6	<b>Exploring the lives of significant women in the Old Testament</b>	7
	Christmas the gospels of Matthew and Luke	4	Why do Christians believe that Easter is a celebration of victory (elements of What did Jesus do to save human beings?)	5	<b>Loss, death and Christian hope (elements of What difference does the resurrection make for Christians?)</b>	6
Y6	<b>Life is a Journey (Pilgrimage)</b>	10	<b>Why is the Exodus such a significant event in Jewish and Christian history?</b>	6	<b>Ideas about God (with elements of What does it mean if God is holy and loving?)</b>	8
	How do Christians prepare for Christmas (with elements of Was Jesus the Messiah?)	5	Who was Jesus? Who is Jesus?	4	Why do Christians celebrate the Eucharist?	3
			<b>People of Faith (finish in summer term)</b>	7		

**Topics in bold have elements of coverage of other faiths**

Some topics will cross half-term/term boundaries – term given is the term in which the unit will be started. Understanding Christianity Link Units are in brackets