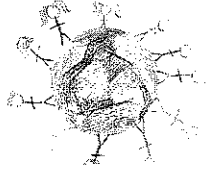


"Working together as one"



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St Wilfrid's C.E. Primary School

R.E. Policy

Presented to governors 25.11.15

Signed



Religious Education Policy

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

Educating the mind without educating the heart is no education at all.

-Aristotle

At St. Wilfrid's C. of E. Primary School we believe that RE has a very important role to play in the promotion of the spiritual, moral, social, cultural and intellectual development of our children. We believe it is essential in supporting our children to gain a greater understanding of not only themselves but others. RE in our school is a child initiated, exciting journey. Children will learn to understand the world through enquiry and adventure. They will learn about their place in it and the important role they play. Our journey is a quest that we are in together. Child and adult will support each other in this learning experience. Our vision is for our children to acknowledge the diversities in the world around them and to gain understanding of different cultures and beliefs. We aim to provide our children with life's essentials; understanding, acceptance, tolerance, empathy and appreciation.

Children will have the opportunity to develop their spiritual awareness through a carefully selected syllabus that allows for our children to explore and develop their thinking skills. Their lessons are supported through enquiry and encouragement of child-led philosophical discussions.

As a Church School, RE lies at the very heart of our curriculum and our teaching of RE is in accordance with our Locally Agreed Syllabus.

It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1) and Learning from Religion (Attainment Target 2). Our children partake in Collective Worship on a daily basis. These are times of 'sharing' together as a whole school. Although Religious Education and Collective Worship naturally complement and enrich one another, they are managed separately. Assemblies are a time to reflect as a school, to celebrate one another's achievements and to focus on a current theme or festival.

Learning about Religion

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.

Learning from Religion

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.

St Wilfrid's C of E Primary School have adopted the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS;

- that at least 5% of curriculum time is devoted to RE;
- that Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available;
- that appropriate teaching about other faiths and world views is included.

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.; **It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.**

Therefore RE in Church Schools 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.

The distinctive content of the Religious Education Curriculum in a Church School:

- opportunities to explore the experience of the Church's year;
- study of the story of the local Christian community with its saints and martyrs;
- visits to places of worship, especially the local parish Church and a Cathedral, to develop the understanding of the Church as a living community;
- welcoming visitors from the local parish to share their experience of Christian belief and life;
- liaison with the local parish to enable these visits and links to occur;
- skills to confidently use religious language to express knowledge and opinions;
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts;
- the facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions;

- access to Christian artefacts that are used with care, respect and confidence;
- a sacred space that can be used as a focus for prayer and silent reflection;

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.

The significant contribution RE makes to pupils' Spiritual, Moral Social and Cultural development.

Spiritual development within RE in a Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. 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.

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. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

SEND

Special Educational Needs pupils are catered for by class teachers providing work appropriate for each child and tailored to his/her needs.

Gifted and talented

Pupils will be identified as gifted and /or talented and given the opportunity to experience a mixture of acceleration, enrichment and extension activities within lessons.

Assessment, Target Setting, Evaluation, Record Keeping and Reporting

Assessment

This is done by the class teacher through: discussion, questioning, observation, marking written work, testing and achieving targets throughout both Key Stages. It is used to help with future planning. Three times a year the teacher assesses each pupil and records their achievements in order to confirm professional judgement. These results are fed into end of term reports and parents' evenings.

Targets

Children's work is marked using comments that will further develop RE knowledge and skills.

Reporting

Termly reports are made by each teacher.
Verbal reports are given at Parents' Evenings.

Monitoring and Evaluation

See the whole school self – evaluation policy. Also see 'Process of RE Assessment in school using the BDBE syllabus' cycle sheet.

Race Equality and Equal Opportunities Statement

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our race equality policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

Role of the Co-ordinator

1. To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
2. To advise and encourage the staff in planning, revising and assessment and to keep them abreast of new developments through INSET activities.
3. To keep personally up to date with current issues through INSET opportunities.
4. To monitor and maintain resources.
5. To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.
6. To liaise Worship Co-ordinator and Curriculum Co-ordinator..

Resources

Time

Approximately one hour per week is set aside specifically for the teaching of RE. Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam and other faiths. However, RE is not solely confined to one lesson, rather, it permeates throughout the school with opportunities arising in other areas of the curriculum.

Finance

Curriculum planning is part of the SDP and funds are allocated each year, according to need, to the RE curriculum from the delegated school budget.

Books and Equipment

Blackburn Diocesan Syllabus - each teacher has a copy of the units of work they teach.

Blackburn Diocesan Syllabus new syllabus – on teacher only (school intranet)

Bibles – in the library

Reference books for staff

Pictures and posters Books for children - in the library.

CD ROM – V.Parr

A full resources list has been given to all members of staff in their RE support pack.

Parental Rights of Withdrawal

Parents may withdraw their children from Religious Education as they may in any school and this opportunity **must** be described in the school brochure.

'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 Headteacher 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.

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| RE Co-ordinator | Miss V Parr |
| Headteacher | Mrs A Fox |
| Date | 25.11.2015 |
| Renew date | November 2016 |

