St. Wilfrid’s CE Primary School

Christian Vision

We desire to reduce and remove barriers for all, ensuring that all individuals have the opportunity to thrive and flourish personally, academically, professionally and spiritually, whilst also contributing to our community as a whole. Where barriers are removed and opportunities provided, with God’s guidance and clear Christian values, aspiration holds no bounds.

*‘'Working together as one'...'with God, ALL things are possible'*

*Matthew 19:26’*

RE Policy

|  |  |
| --- | --- |
| Date policy last reviewed: | 05 July 2024 |

|  |
| --- |
| Signed by: |
| S Brereton | Headteacher | Date: | 05 July 2024 |
| J Belton | Chair of governors | Date: | 05 July 2024 |

'Working together as one'...'with God, ALL things are possible' *Matthew 19:26*

*‘When his disciples heard it, they were exceedingly amazed, saying, Who then can be saved? But Jesus beheld them, and said unto them, With men this is impossible; but with God all things are possible. Then answered Peter and said unto him, Behold, we have forsaken all, and followed thee; what shall we have therefore? And Jesus said unto them, Verily I say unto you, That ye which have followed me, in the regeneration when the Son of man shall sit in the throne of his glory, ye also shall sit upon twelve thrones, judging the twelve tribes of Israel.’***Matthew 19: 25-28**

**Our Vision**

We desire to reduce and remove barriers for all, ensuring that all individuals have the opportunity to thrive and flourish personally, academically, professionally and spiritually, whilst also contributing to our community as a whole. Where barriers are removed and opportunities provided, with God’s guidance and clear Christian values, aspiration holds no bounds.

**Our Core Christian Values Linked to our Mission Statement**

**Our core Christian values are embedded in Christian scripture and lived in the daily practice at St. Wilfrid's**

Working together as one – Friendship and Respect

Friendship: 1 Thessalonians 5:11 'Therefore encourage one another and build each other up, just as in fact you are doing'

Respect: 1 Peter 2:17 'Show proper respect to everyone'

With God – Service and Justice

Service: Romans 15:17 'Therefore I glory in Christ Jesus in my service to God'

Justice: Psalms 103:6 'The Lord works righteousness and justice for all the oppressed'

All things are possible – Courage and Perseverance

Courage: Ezra 10:4 'Rise up; this matter is in your hands. We will support you, so take courage and do it'

Perseverance: Revelation 2:19 'I know your deeds, your love and faith, your service and perseverance'

**Introduction**

At St. Wilfrid’s CE Primary School our religious education policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil success and reflect the Church of England foundation. In line with our theologically rooted Christian vision, we ensure that all pupils are supported or challenged, in order to remove barriers. They are given an opportunity to explore and reflect upon their learning, personal beliefs and views of others.

**Rationale (Intent)**

At St Wilfrid’s Church of England Primary School we believe that Religious Education 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.

The curriculum underpins our Christian Values and the ethos of the school, whilst also providing opportunities to learn about other faiths and their similarities and differences.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

**Curriculum aims**

Our principle aim of Religious Education at St. Wilfrid’s CE Primary School is to affirm, encourage and challenge pupils on their understanding of Christianity which contributes to their own personal spiritual journey. This is supplemented by an understanding of other world faiths.

**Our curriculum aims for years 1 to 6 intend to:**

Enable pupils to know about, understand and give a theologically informed and thoughtful account of Christianity as a living faith that influences the lives of people worldwide.

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

Support pupils’ spiritual, moral, social and cultural development through the feeling of inclusion, respecting diversity, PSHE and RSHE.

Help pupils understand and have a respectful attitude about other major world religions, their impact on society, culture and the wider world, enabling pupils to express ideas and insights; making connections to their own experiences.

Promote a positive attitude towards learning in religious education.

Contribute to the development and reflection of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values, whilst respecting those of others and their identities.

Promoting that each one of us has a part to play in making a positive difference in our world. We can help ourselves to grow and flourish.

Ensure equal access to religious education learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

We successfully use P4C (Philosophy for Children) to enhance RE provision.

**Our Early Years Provision:**

Provides opportunities for children to develop skills within RE through continuous provision and directed teaching.

Provides opportunities for play and exploration, active learning and critical thinking.

**Legislation:**

As a voluntary controlled Church of England school, it is expected that we follow the Manchester Diocesan advice as outlined in the syllabus for religious education. This is provided by Blackburn Diocese - called ‘Questful RE’.

The time allocated to teaching RE is approximately 5% - 10% of teaching time, excluding Collective Worship, but including all additional one-off lessons, such as card-making, RE days, experiencing celebrations and events.

Children may be withdrawn by parents for religious Education via a request sent to the Headteacher. Although parents are not obliged to explain their reasoning to the Headteacher, it may be helpful in establishing which elements of religious Education they have objections to. A child may be physically present but not actually take part in it.

Legislation requirements for inclusion and equality are set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

**The Governors**

The Governors will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The Governors will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

**Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
* They manage requests to withdraw children from curriculum subjects, where appropriate;
* The school’s procedures for assessment meet all legal requirements;
* The Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
* The Governors are advised on whole-school targets in order to make informed decisions and
* Proper provision is in place for pupils with different abilities and needs, including children with SEN.

**Staff**

Teachers and HLTAs are responsible for delivering the RE curriculum. For a member of staff in a Church of England school, it is expected that:

:

* Individual teachers and PPA teachers ensure that the RE curriculum is implemented and delivered in accordance with this policy.
* The RE Subject Leader oversees the RE provision across the school.
* Providing an area of worship and reflection within their classrooms.
* Promoting the Christian ethos throughout all learning and school life, including providing pastoral care in line with our Christian values

**Parents/Carers**

Parents of children St. Wilfrid’s have chosen to send their child to a Church of England school and they have a responsibility to:

* Support the RE curriculum delivered at school including other world faiths.
* Support the values taught within RE lessons
* Inform school if they wish to withdraw their child from acts of worship within RE lessons.

**Pupils**

At St. Wilfrid’s school, children are responsible for:

* Participating in RE Lessons with thoughts, ideas, reflections, opinions and questions.
* Linking their learning with other curriculum areas.
* Using resources available to them to support their learning.
* Using their reflection books for personal, thoughtful reflections.
* Taking pride in their work considering handwriting and presentation.

**Organisation and planning (Implement)**

St. Wilfrid’s is a Church of England school that follows the Manchester Diocese Syllabus for Religious Education which is called Questful RE. This is supplemented by units of work from Understanding Christianity.

**Teaching and learning**

RE is delivered across the whole school by trained staff. Some teachers and Higher Level Teaching Assistants, with a strength in teaching RE, deliver RE lessons to more than one class, though the teaching is predominantly led by class teachers.

It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE and should be developed at each stage or phase of religious education:

o Self-awareness

o Respect for all

o Open-mindedness

o Appreciation and wonder

Teaching styles will vary and lessons will be adapted to give all pupils the opportunity to contribute and learn, ensuring the curriculum is fully inclusive.

Questful RE units are distributed across the year to align with special celebrations such as Christmas and Easter (see long term plans). Other world religions are taught within these units making comparisons and exploring texts, beliefs and practices lived out worldwide.

Teachers plan using Questful RE as a starting point to introduce sections of ‘The Big Frieze’ (Bible timeline), vocabulary and key questions that draw out personal reflections upon values.

Skills for learning in RE include: investigate, express, interpret, reflect, empathise, apply, discern, analyse, synthesise and evaluate.

Lessons will be recorded in an individual RE book or floor book; this may include: discussion outcomes; questions and answers and/or class, group or individual work.

Clergy members from All Saints church are also involved in the delivery of Religious Education, where direct links are made between the curriculum and the church calendar.

**Spiritual, Moral, Social and Cultural development (SMSC)**

The development of SMSC is distinctive at St. Wilfrid’s due to the links made between faith, our core Christian Values and our vision.

Spiritual development – we enrich and encourage the pupils’ discovery of God the creator, of their own journey and the wonder of the environment. This may be taught through: prayer; reflecting upon meaning and truth; the values of human beings; creative and expressive arts; encouraging curiosity and encountering Christian fellowship.

Moral development – we base this on the teachings of Jesus Christ, which offer a secure foundation on which to make decisions and build their lives. This may be taught through: a sense of right and wrong; values; conflicts; mutual respect; rights and developing a sensitive conscience.

Social development – we develop pupils’ understanding of what it means to live in a Christian community, where the term ‘love one another’ is put into practice. This may be taught through: developing empathy, concern and compassion for others; building relationships; investigating social issues from a Christian perspective and of other faiths; recognising common ground and articulating their own views respectfully.

Cultural development – we provide opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith. This may be taught through: promoting Christianity from a global perspective with people, literature and creative arts; diversity of Christianity and appreciating the diversity of cultures within Britain.

SMSC is developed through opportunities to engage with global themes such as injustice and poverty, growing in the awareness of global issues and local community issues. RE lessons, collective worship, P4C (Philosophy for Children) and Picture News provide these opportunities.

**Picture News**

Although used separately to RE lessons, Picture News is woven into RE discussions as and when necessary. Picture News sessions allow children to be exposed to current affairs, where they: share and debate opinions; discuss emotional responses; discover what matters to them and recognise that they have responsibilities, rights and duties. Children will explore other communities and cultures; the environment; democracy; politics and rules.

**P4C (Philosophy for Children)**

These sessions are an approach to teaching and learning that explores the big ideas that arise in all areas of education and life experience. P4C uses philosophical dialogue and enquiry to help learners to think, to speak, to listen, to learn and to live together more effectively within the world around them. This allows for Christian values to be explored, deepening their understanding of their spiritual selves.

**Assessment and recording (Impact)**

Throughout lessons, informal assessments are made. Each unit is assessed against success criteria, utilising a 1,2,3 assessment system. Assessments are then shared with the subject leader and collated. This allows the class teacher and subject leader to identify cohort strengths and areas that may require additional teaching in future sessions.

**Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

• More able pupils

• Pupils with low prior attainment

• Pupils from disadvantaged backgrounds

• Pupils with SEN

• Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study RE and ensure that there are no barriers to every pupil achieving, this may be through support, scaffolding, modelling and differentiated work.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

**Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

• School visits to discuss with RE subject lead

The RE subject leader monitors the way the subject is taught throughout the school by:

• Carrying out discussions with staff

• Monitoring planning and books

• Lesson drop-ins

• Carrying out pupil voice interviews

• Learning walks

The RE subject Leader also has responsibility for auditing resources.

**Links with other policies**

This policy links to the following policies and procedures:

• Collective Worship policy

• Assessment policy

• SEND policy

• Equality statement

• Relationships and Health Education

• Mental Health and Wellbeing policy

• EYFS policy

• Behaviour policy