

**Religious Education**

**Policy**

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| Written by the RE subject Leader | GMellor Signature[3008] |
| Signed by Chair of Governors | SKM_2_Page_1 (2) |
| Signed by the Headteacher |  |
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**1. Aims and Objectives**

Our School Vision and Mission

At Latchford St James we believe that each and every child is special and unique in their own way. We celebrate individuals and respect, love and learn together as a school community.

Our vision is for every child to believe in themselves as individuals and to be confident in who they are.

Joshua 1:9 says: “Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”

As a Latchford St James family, we believe that this strength isn’t a physical strength, but a strength of character and our mission is to help our children and families to build that.

We help our community develop a deep understand of how God can bless our children on their journey through school and beyond. We teach them how Jesus helped strengthen others in their faith so that they could flourish as individuals.

Our Christian values support our children and families to understand, that, wherever they go; God will be with them.

Our Christian values are:

Respect, Compassion, Love, Kindness, Friendship, Perseverance

By looking at examples of these values from the bible, and from the world around us, our children understand how God can help them be ‘Strong and Courageous’ in who they are.

Religious Education at Latchford St James is central to our deeply Christian character. It is a key way in which the school works towards ‘life in all its fullness’ through growth in body, mind and spirit. We study religion within a Christian context, reflecting the Anglican tradition of our school and aim for the highest standards of excellence. We provide a safe space for each unique individual to explore their beliefs, whatever those beliefs might be.

We aim to provide pupils with a well-developed understanding of the Christian faith as possible,

alongside promoting love and understanding for people of other faiths. Children gain

understanding of Christian values through their study of RE. Their studies help them to

understand why values such as **Love, Respect, Compassion** and **Kindness** are important and

help them to understand Christian theological teaching about these values. We hope that pupils

will also be presented with challenges to some of the values that are current in modern materialistic society.

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Latchford St James we develop the children’s knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Aims of Religious Education are to help children;

* Have learning opportunities and a learning environment where Christian values are central to the ethos of the school and moral development,
* Develop an awareness of spiritual and moral issues in life experiences,
* Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain and the wider world,
* Develop an understanding of what it means to be committed to a religious tradition,
* To be able to reflect on their own experiences,
* Develop an understanding of religious traditions and to appreciate the cultural
* differences in Britain today,
* Develop investigative and research skills and to enable them to make reasoned judgments about religious issues,
* Have respect for other people’s views and to celebrate the diversity in society.

**2. The Legal position of Religious Education**

As a Church of England Voluntary Aided school we follow the schemes of work from the

Chester Diocese and are also approved by the Governing Body. Our vision and curriculum fulfill the Statement of Entitlement for RE issued by the Church of England Education Office (2019). They are rooted in diocesan development of this in the DBS Framework for RE (2018). We follow the Questful RE scheme in line with the Blackburn Diocese.

Our school curriculum for RE meets the legal requirements regarding RE and school worship

found in the Education Reform Act 1988 (Sections 6-13). They are reaffirmed in the Education

Act 1996 (Sections 375-389) and the School Standards and Framework Act 1998 (Sections 69-

71). The ERA stipulates that RE is compulsory for all children, including those in the Reception

class who are less than 5 years old.

**3. Implementation**

RE that is inclusive for all.

Religious Education at Latchford St James supports our commitment to meeting the needs of each unique individual. It is inclusive of all. We encourage pupils to share with us in our faith journey.. We are committed to nurturing pupils who have a faith commitment as they develop their theological thinking. However, we also respect the differing views represented in our school and we are aware that we may all have differing views which are respected.

Our classrooms are spaces for thinking where all, including the teacher, are engaged on a

learning journey. We start and finish the journey in different places but respect the viewpoints

and beliefs of all who share the journey. We encourage pupils to wrestle with challenging

questions about God, faith and our world. We are committed to showing ‘care’ through being

inclusive as Jesus was inclusive, ‘challenge’ by prompting questioning as Jesus prompted

questioning and ‘celebrate’ the learning pupils make as they evaluate issues for themselves.

RE which develops religious literacy

In Religious Education we seek to pursue academic excellence, supporting growth in body, mind

and spirit. Our curriculum is progressive and builds skills and attitudes for religious literacy across all years. These include:

* Knowledge and understanding of diverse religious practice,
* Exploring and interpreting sacred texts,
* Philosophical and critical thinking skills,
* Attitudes of respect for diverse beliefs, faiths and cultures,
* A safe space for personal and moral development; faith development for pupils of faith.

RE which develops skills for learning and critical thinking

Our commitment to supporting the pursuit of academic excellence means that we seek to

develop the skills pupils need for learning and which will equip them to lead a full and respectful life.

We aim to provide activities which develop their meta-cognitive skills; understanding how they

learn, building on our school-wide work in character development. We provide opportunities for

pupils to become resilient, resourceful, responsible, reasoning and reflective learners.

At Latchford St James, Governors have opted to follow the Blackburn Diocesan Board of Education Syllabus (Questful RE) approved by the Chester Diocese which fulfills all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

*In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and*

*challenge them through an exploration of core concepts and questions. They can expect Church*

*schools to provide meaningful and informed dialogue with a range of religions and worldviews.*

*There should be opportunities for them to understand the role of foundational texts, beliefs,*

*rituals, and practices and how they help form identity in a range of religions and worldviews.*

*Pupils should explore how these may change in different times, places and cultures. RE will go*

*beyond a sociological study of religious phenomena and will introduce pupils to a range of*

*relevant disciplines including theology, philosophy and the human and social sciences. In all*

*Church schools progress in RE should be significant and attainment high enabling pupils to*

*develop confident religious literacy.*

The syllabus aims to;

1. Explore shared human experiences

2. Develop pupil’s own beliefs and attitudes

3. Give pupils an experience of Christianity as a living faith

4. Provide pupils with opportunities to learn about the place and significance of

Christianity and other religions in the contemporary world

In Key stage 1, we are required to teach Christianity and one other principal religion.

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|  | Non- Christian Religious Faith in Main RE Units | Non Christian Supplementary Religious Faiths in RE units |
| Year 1 | Judaism | Hinduism, Islam, Sikhism.  |
| Year 2 | None Specific | Hinduism, Islam, Sikhism, Judaism.  |

In Key stage 2, we are required to teach Christianity and two other principal religions.

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|  | Non- Christian Religious Faith in Main RE Units | Non Christian Supplementary Religious Faiths in RE units |
| Year 3 | Islam, Sikhism, Budism | None Specific  |
| Year 4 | Judaism | Hinduism, Islam, Sikhism, Budsim  |
| Year 5 | Judaism | Hinduism, Islam, Sikhism, Budsim  |
| Year 6  | Judaism | Hinduism, Islam, Sikhism, Budsim  |

Approximately 80% overall is devoted to the study of Christianity. Judaism, Islam and Hinduism

are studied in units as specified in the syllabus.

Pupils in Early Years are well-prepared for KS1. The school delivers legally-required RE for all

pupils in Reception in an age-appropriate way. They encounter RE through people, books,

places and objects. The develop the words needed to talk about them.

RE Statement of Entitlement: The Church of England Education Office 2019

At Latchford St James our RE provision enables all children to make excellent progress in their

knowledge and understanding of Christianity and other worldviews through delivering the RE

Statement of Entitlement: <https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

The aims of the RE curriculum are listed below.

* Pupils develop their skills of enquiry, analysis,interpretation, evaluation and reflection and also develop theological understanding, philosophical thinking and sociological application through the use of prompts such as Biblical texts and the use of big questions.
* We provide a rich and varied RE curriculum making full use of a variety of teaching strategies to engage pupils in their learning for example, by using drama, art and music.
* We strive to give all children the opportunity to acquire a thorough knowledge of the Christian faith.
* We endeavour to give children the opportunity to respond personally to the stories and teachings of Jesus.
* We also provide children with a range of opportunities to make links between the beliefs and practices of different faiths.
* Children record their thoughts, findings and ideas in their individual RE book.
* We use our RE Syllabus for all planning and supplement this with Understanding Christianity resources.
* Here we learn about God’s Big Story: God, Creation, Harvest, People of God, Incarnation, Gospel, Salvation, Kingdom of God. We learn about God who reveals himself through creation, God who reveals himself through Jesus his Son, God who reveals himself in his Spirit.

**5. Curriculum Planning in Religious education**

We carry out the curriculum planning in RE in three phases

* long term (knowledge boards and syllabus)
* medium term
* short term

The long term plan maps the religious education knowledge and where it is taught in each term

in each key stage. The RE subject leader works out this plan in conjunction with teaching

colleagues in each year group and the curriculum team. We teach RE topics in conjunction with

other subjects especially in EYFS and KS1. In KS2 we place an increasing emphasis on

independent study of religious themes and topics.

Our medium term plans give details of each unit of work for each term. The RE subject leaders

keep and review these plans on a regular basis.

The class teacher writes/modifies the plans for each lesson and lists the specific objectives for

the lesson. Teachers build adaptations into their short term planning appropriate to the needs of

their current pupils. A wide range of learning activities is offered to allow all children to develop

within their own capabilities

Early Years – Setting the Foundation

We teach RE to all children in the school, including those in Nursery and the Reception class.

In Reception RE is taught once a week. As the Reception class is part of the Early Years

Foundation Stage of , we relate the RE aspect of the children’s work to the areas set out in the

Early Years Statutory Foundation Stage Framework which underpins the curriculum planning for

children from birth to 5.

Teachers will use the Early Years Units within the Questful RE Syllabus to provide a structure

and resources, supported by theological understanding from Understanding Christianity.

**6. Evaluating a high quality RE curriculum**

As a school, governors, senior leaders and staff evaluate our RE against two key statements:

1. How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.
2. How effective the school is in ensuring that religious education expresses the school’s Christian vision.

This is supported by the following supplementary questions:

In developing effective religious education, the school evaluates the extent to which:

* Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, develops religious literacy and meets statutory obligations.
* How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
* How well does RE help pupils consider the impact and connection that Christianity has on Britain’s cultural heritage and the lives of people worldwide.
* How well does RE enable all pupils to develop knowledge and understanding of other major world religions and worldviews and their impact on society and culture.
* How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
* Do teachers share effective practice locally and regionally and engage in professional development? Are there rigorous and effective systems that enable teachers to know how and what pupils are learning in RE?
* How well do pupils make progress in RE as a result of a rich and engaging curriculum?

**7. Time allocation**

We aim to allocate approximately 10% of teaching and learning time to RE.

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing

Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for

KS1 and 45 hours per year for KS2. This time is arranged in a range of ways, including discrete

weekly/fortnightly lessons and RE days.

*“Christianity should be the majority study in RE in every school. In Voluntary Aided Church schools that should be clearly adhered to. KS 1 – 3 at least 70% of the 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 forms part of the planning at EYFS; although there is no expected time allocation at this

level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include values lessons, collective worship or assembly.

Withdrawal from Pupils Access to RE

Parents have a right to withdraw their children from Religious Education. When children join our school parents are made aware that:

*‘The Worship and Religious Education provided by our 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.’*

We acknowledge the right of parents/guardians to withdraw their children from RE lessons.

We acknowledge that parents/guardians/teachers do not need to provide a reason why they

wish to withdraw from the subject.

Should a parent/guardian wish to withdraw their child from RE lessons, we require that written notice be sent to the headteacher.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to

communicate clearly the place of RE within a broad and balanced curriculum to ensure that they

are in possession of all the necessary information before confirming their decision. However, we

will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons,

the school is required to provide supervision, but should not incur any additional cost in so

doing. Any queries regarding withdrawal from RE should be directed to the RE Subject Leader

in the first instance, and thereafter to the head teacher.

Withdraw from Teaching RE

All Latchford St James teachers are employed to teach the full primary curriculum, including RE.

Where a member of staff has concerns in the teaching of RE they should inform the

Headteacher in writing so that the matter may be resolved. A teacher of RE in a Church of

England Voluntary Aided Primary School, unlike voluntary controlled schools, is not entitled to

withdraw from the teaching of RE however the school will work positively with the teacher to

address any concerns.

**8. Teaching and Learning**

We base our teaching and learning in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning in RE enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come to school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children also discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of

 the child. We achieve this in a variety of ways, for example, by;

* Setting common tasks which are open-ended and can have a variety of responses;
* Setting tasks of increased difficulty (we do not expect all children to complete these tasks to the same standard).
* Providing resources of different complexity, adopted to the ability of the child
* Using Teaching assistants to support the work of individuals or groups of children

SEND Provision

Through inclusion for all, we strive to ensure that every child fulfils their own potential. We want all children to develop a sense of themselves as unique and precious. Teachers will plan RE sessions with children’s needs and abilities in mind. As with all areas of the curriculum, differentiation ensures that children will receive further support if needed.

British Values

Within RE, we recognise and respect people of different faiths. We give children the opportunity to discuss the importance of rules and the consequences of not following these. We want everyone to be able to talk freely about their own personal beliefs and practices without fear. We want to provide a safe place to explore the ultimate questions and challenges of life in today’s society and give children the opportunity to engage in thoughtful, reflective dialogue with other faiths and traditions.

**9. Visits and visitors**

We consider that an essential element of the delivery of good quality RE is to encounter a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Latchford St James. These visits are arranged in accordance with the school’s educational visits policy.

If possible, each year group, every year, will visit a place of worship in line with their multi faith week focus.

**10. Reading**

Pupils exposed to a wide range of texts including stories from holy books and/or stories about religious and non-religious individuals or groups.

They specifically also learn how to navigate the Bible in different forms (online, Old and New Testament) for text and stories.

**11. Contribution of RE to the teaching of other subjects and the wider school**

The contribution of RE to worship

Spiritual development is an important aspect of ‘life in all its fullness’. Supporting spiritual

development is an important part of our work. The RE leader and clergy offer to work with the

leaders of collective worship. Sometimes work undertaken in RE, including pupils’ reflections, art work or drama are used in collective worship/ Church visits.

The contribution of RE to spiritual, moral, social and cultural development

Through teaching RE in our school, we provide opportunities for spiritual development. Children

consider and respond to questions concerning the meaning and purpose of life. We help them

to recognise the difference between right and wrong through the study of moral and ethnic

questions. We enhance their social development by helping them to to build a sense of identity

in a multicultural society. Children explore issues of religious faith and values and, in doing so,

they develop their knowledge and understanding of the cultural context of their own lives.

The contribution of RE to PHSE and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin

individual choices of behaviour. So, for example, we contribute to the discussion of topics such

as smoking, drugs and health education. We also promote the values and attitudes required for

citizenship in a democracy by teaching respect for others and the need for personal

responsibility. In general, by promoting tolerance and understanding of other people, we enable

children to appreciate what it means to be positive members of our pluralistic society.

The contribution of RE to English

RE contributes significantly to the teaching of English in our school by actively promoting the

skills of reading, writing, speaking and listening. Some of the texts that we use have religious

themes or content, which encourages discussion and this, is our way of promoting the skills of

speaking and listening. We also encourage the children to write letters and record information in

in order to develop their writing ability. The English Lead has discussed with the teaching staff (23/24) about including different English writing styles into RE such as: Newspaper articles, balanced arguments and letters.

The use of digital technology

We use digital technology where appropriate in RE. The children find, select and analyse

information, using the internet.There is support from the online safety policy to support the use of technology in the curriculum.

**12. Teaching RE to all children**

At our school we teach RE to all children, whatever their ability. RE forms part of the school

curriculum policy to provide a broad and balanced education to all children. Through our RE

teaching we provide learning opportunities that enable all pupils to make progress. We do this

by setting suitable learning challenges and responding to each child’s different needs.

Assessment against the assessment levels allows us to consider each child’s attainment and

progress against expected levels.

When progress falls significantly outside the expected range, the child may have special

Educational needs. Our assessment process looks at a range of factors- classroom

organisation, teaching materials, teaching styles, differentiation- so that we can take some

additional or different action to enable the child to learn more effectively. This ensures that our

teaching is matched to the child’s needs.

We enable pupils to have access to the full range of activities involved in learning RE. Where

children are to participate in activities outside the classroom, for example, a visit to the church,

we carry out a risk assessment prior to the activity, to ensure that the activity is safe and

appropriate for all pupils.

**13. Assessment and recording**

Assessment takes place both informally and formally throughout the year.

We assess children’s work in RE by making informal judgments as we observe them during

lessons.. On completion of a unit of work, we make a summary judgment about the work of each pupil in relation to the levels of attainment.

We record the attainment grades which we use as a basis for assessing the progress of each

child, for setting new goals, and for passing information on to the next teacher at the end of the

Year.

The RE subject leader keeps samples of children’s moderated work provided by teachers in a

file. This demonstrates what the expected level of achievement is in RE in each year of the

school.

It is felt that personal views, emotions and attitudes of pupils are not assessable and it would be

intrusive to do so.

Each unit of the syllabus gives suggested assessment activities which use a variety of teaching

styles and are intended to be part of the teaching and learning process.

**14. Resources**

We have sufficient resources in our school to be able to teach all our RE teaching units. We

keep resources for RE in relevant year groups. There are also central resource boxes for

different faiths. There is a set of Bibles for both Key Stages and a collection of Religious

artefacts, which we use to enrich teaching in RE. There is also a good range of materials on the

Blackburn diocesan website and other RE subject websites.

**15. Monitoring and Reviewing**

The RE subject leader is responsible for monitoring the standards of the children’s work and the

quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of

RE.

The Governor responsible for RE and senior leaders monitor the delivery of this policy on behalf

of the Governing Body and provides feedback.