



# Bickerstaffe CE School

*Love each other as I have loved you...*

John 15:12 from *The Vine and the Branches*

\*Love life

\*Love learning

\*Love each other

## Religious Education Policy

As a Church of England school, our Christian vision, mission, motto and values are central to all we do.

Our mission statement, Jesus said, "Love each other as I have loved you", motivates us to look to stay close to Jesus the Vine. With the help of the Holy Spirit we are encouraged to bear fruits of the vine Christian values to help us to live life in all its fullness.

We promote Christian values within the school and through our RE curriculum. We learn about honesty, trust, peace, compassion, kindness, justice, respect, humility, thankfulness, perseverance, friendship, forgiveness and love, through the example of Jesus and teachings in the Bible. By offering pupils positive encounters with the Christian faith we maintain that we are equipping them to be the person God wants them to be.

We recognise our children as individuals and educate them according to their rights in law. We provide opportunities for them to fulfil their potential and in accordance with the Church of England vision for Education to experience 'life in all its fullness'.

We believe that excellent RE teaching can be the key to enabling every child to flourish. Throughout Bickerstaffe CE School, RE contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas and are implicit in the ethos of the school.

**Spiritual development** enriches and encourages pupils' discovery of God the Creator and wonder of his work. We actively seek to nurture children's spirituality through the teaching of RE.

**Moral development** is based on the teachings of Jesus and offers pupils a secure foundation stone for their lives.

**Social development** enriches pupils' understanding of what it means to live in a Christian community where to love, accept and forgive one another is put into practice.

**Cultural development** provides opportunities to develop an understanding of Christianity as a global faith and the impact this has on millions of people.

RE is of the highest standard, we are always striving for excellence reflecting the school's distinctive Christian character. The management of RE is a distinct responsibility of the governors, Head Teacher and RE subject leader. RE is taught in accordance with the Trust Deed of the school and according to the rites, practices, and doctrines of the Church of England Church. RE lies at the very heart of the curriculum and the Governors adopted the Liverpool Diocesan recommended Syllabus Questful RE which was revised in 2017.

These reflect the National Framework for RE. Within these we consider the importance of religious texts, the impact faith has on believer's lives and the connections we can make to the children's own experiences and lives. As recommended, at least 5% of the timetable is devoted to RE. Christianity plays a key role and accounts for 80% of the curriculum time. Respect for other faiths is accurate and sympathetic, consistent with Bickerstaffe School's loyalty to its Christian foundation. We adopt an enquiry-based approach to give the pupils a sense of being on a quest of discovery about faith and Christianity. RE enables pupils to have informed conversations about religious beliefs and practices. Within lessons we use questions so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and Questful.

### **The aims of RE:**

- Think logically and explore big questions about life, death, meaning and purpose.
- Reflect critically on the truth claims of Christianity.
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society.
- Develop skills to handle Bible text
- Recognise faith as a commitment to a way of understanding God and the world.
- Respond in terms of beliefs, commitments and ways of living.
- Develop a sense of themselves as significant, unique and precious.
- Experience the breadth and variety of a Christian community.
- Engage in thoughtful dialogue with other faiths and traditions.
- Become active global citizens and courageous advocates serving their neighbour.
- Find a reason for hope in a troubled world.
- Understand how a religious faith can sustain them in difficult circumstances and in the face of opposition.

Religious Education lessons at the school will primarily be concerned with these main areas, namely: Spiritual Development, Religious Literacy, Theological Enquiry, An understanding of Christianity, its principles and practice, within the context of the Anglican tradition. Equal Opportunities (2010 Equalities Act) and Valuing All God's Children (2017). As with all other subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, equal access to all aspects of the curriculum and school life.

The policy for Religious Education aims to ensure the provision of equal opportunities for all. It stresses the entitlement of all children to a well-balanced, differentiated R.E. curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds. We adhere to the guidance from Valuing All God's Children. A key concept of Christian theology is the truth that every single one of us is made in the image of God.

Every one of us is loved unconditionally by God. We avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Our school offers a community where everyone is a person known and loved by God, supported to know their intrinsic value.(Church of England 2017)

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the

community. Since the conduct of the school reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do so) cannot insulate them from the religious life of the school. If a request for withdrawal is made, the Head Teacher will explore the reasons for the request and seek to arrive at an accommodation.

## **Organisation of the subject**

### **Foundation Stage and Key Stage 1**

At Foundation Stage and Key Stage one R.E. should strive to build on young children's understanding of themselves and their experiences of family life and relationships. All pupils should learn that they are personally valued from the attitudes which they encounter in school. They should become increasingly aware of things which are special and important to themselves and other people. The children will sometimes benefit from opportunities to develop their awareness of the local environment through journeys and visits, and by having a chance to experience awe and wonderment in the natural world. They should be introduced to symbolism in religion and hear stories about the lives of key figures.

In Foundation Stage, the Chatterbox approach is adopted, this is a child centred, age appropriate approach. Each unit begins with the exploration of a collection of objects in a box; a Chatterbox. The objects are carefully chosen to stimulate questions and discussion which lead the learning for the units.

### **Key Stage 2**

In Key Stage 2, the children should continue and build on the opportunities and experiences they have already encountered in Key Stage 1. They should be developing a greater understanding of themselves and an awareness of the needs and feelings of other people from a variety of faiths and cultures. They should be given an opportunity to interact with the natural world and the local environment. By the end of Key Stage 2, pupils should have been helped to explore a range of religious ideas and themes. They should have heard stories about the life and teaching of Jesus and other religious figures and have been given opportunities to consider their own questions and concerns.

In Key Stage 1 and Key Stage 2 classes, the pupils will have an R.E. lesson each week, when the main subject from the Questful RE Scheme of Work will be followed. Many other aspects of R.E. will evolve and be discussed in other areas of the curriculum.

## **Teaching and Learning Strategies**

As in all other areas of the curriculum, a variety of teaching and learning strategies will be used. These good, imaginative lessons with an interesting and challenging variety of tasks. The children will work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others. Because of the wide variety of aspects covered in the teaching of R.E., there are many ways in which the work may be approached and consolidated. Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

## **Differentiation of work and SEN Provision**

We endeavour to provide a differentiated approach to learning which treats pupils as individuals. This will be provided through:

- The delivery of carefully structured teaching approaches; this will be evident in the teacher's short-term planning.
- Imaginative learning experiences which arouse and sustain children's interest, and which encourage a variety of responses.
- Provision of appropriate resources e.g. simplified challenges for recording written work, or pictures to use as stimulus.

- Teacher's response and questioning.
- Adaptation of curriculum to enable all pupils to access the RE curriculum according to need.

### **Resources**

Many resources for R.E. are found in the environment and in other areas of the curriculum within school. There are, of course, many resources which are specific to R.E. Each class has access to Bibles appropriate to their year group. We have a range of artefacts stored centrally and accessible to all. A list of all resources has been given to staff. All resources have been sorted into boxes which are clearly labelled, Christianity, Judasim, etc. Quality books are also stored in our class library and library area.

### **Parents and Other Adults**

As in all other areas of the curriculum, parents and other adults are welcome into the school and into the classes, to work alongside the children, or to talk to them about experiences—whether connected with their life or their faith. All adults are invited to Family Eucharist Services in school on the last Friday of every month, which the children plan and deliver. Leaders from churches and Christian organisations are regularly welcomed into school to lead worship or to talk to children during RE lessons.

### **Pupil Progress and Assessment**

By using the syllabus provided by Liverpool Diocese, we hope that we will provide both continuity and progression for the children across all strands of R.E. and across both key stages. Assessments will be completed at the end of each unit and each term the RE coordinator monitors progress and attainment across the school. During our Pupil Progress Reviews RE this is also discussed by class teachers and the Senior Leadership Team. Although subjects such as Christmas and Easter may be visited many times during a child's time in school, each time a different approach will be used, and a slightly different area covered, so that progression can be seen in the quality and depth of learning.

Evidence of the work done in R.E. will be found in the children's individual R.E. books, class RE and Worship Celebration books, on wall displays, in collective worship, and in the ways both children and adults treat and respect each other.

### **Reviewing Progress**

Teachers will review individual children's progress informally during all lessons and more formally when looking at the evidence gathered over a unit. Assessing and reviewing is a continuous process which will influence the teacher's planning for whole class and individual children.

### **Reporting the Parents**

In the first term of the academic year there is an opportunity for all parents to come into school to discuss the work being done by their child generally, or any problems they may be encountering.

In the second term there is a further Parents' Evening when we hope that all parents will come to school to see the work being done by their child, and to discuss progress.

In the third term a written report is sent home outlining the child's efforts, achievements and progress made during the year. There is an opportunity for each written report to be discussed with the teacher if the parent wishes to do so. There is section on the reports for RE.

### **Staff Development**

The staff in our school meet regularly to review, discuss, adapt and plan the teaching and the curriculum within the school. R.E. is discussed in this way along with other subjects. Each year a significant part of our INSET/staff training calendar is devoted to RE. We actively invite people from the Diocese into school to support staff, to increase their knowledge and give them opportunities to ask questions. The Headteacher has embarked on the Christian Leadership course and is actively implementing ideas within the school. The subject leader has also attended necessary courses, met with the diocese to develop her knowledge and understanding and is due to undertake Understanding Christianity course in November this year which is continued in March 2020. Their findings are always reported back to colleagues and have been followed up

and discussed during staff meetings and INSET sessions. Staff feel confident to ask for guidance when needed.

### **Monitoring**

Monitoring of the effectiveness of this policy document will be carried out by the R.E. coordinator in order to ensure that the Policy and Schemes of Work for R.E. are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

- Monitoring of planning
- Monitoring of Books
- Lesson observations
- Class Celebration Books

### **Review and Development of Policy**

This policy will be reviewed annually by the R.E. Leader and/or Headteacher, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.