Bolton Parish Primary School



RE Teaching and Learning policy

1. Intent

At Bolton Parish Church CE School Christian values are integral to all we do and each individual is welcomed as part of God's family. We unite in the desire to empower learners to build the academic skills, personal values and mindset to succeed and become respected role models within their community.

The School Aims:

- To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school based on Christian Principles.
- To establish a secure, safe, happy environment in which a broad, balanced curriculum can be delivered.
- To provide for the development of the 'whole child'.
- To foster joy in learning and life.
- To stimulate children's curiosity and excitement about the world and to encourage them to search for a faith by which to live.
- To promote attitudes of trust, respect, responsibility, self-esteem and equal opportunities.
- To develop high standards of behavior.
- To develop a partnership between parents, teachers and governors.
- To develop strong links between school, Church, home and community.
- To maintain a programme of professional development for all members of staff.

The intent of the RE curriculum at Bolton Parish Church School aims to encourage pupils to develop positive attitudes to their learning and to the beliefs and values of others. Religious Education at Bolton Parish Church School should be of the highest standard, always striving for excellence, reflecting our school's distinctive Christian character

The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

Pupil's learning about the content of RE takes place alongside the development of their skills. In RE pupils need general skills such as gathering information, expressing ideas or evaluation sources.

Within the teaching of RE the intent is:

- 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. To help children to develop a range of communication skills using a wide range of media, including ICT.

2. STATUTORY REQUIREMENTS

Religious Education Bolton Parish Church School lies at the very heart of the curriculum.

"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

The aims of RE in Church schools 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

3. APPROACHES TO TEACHING AND LEARNING

In a Church of England school, RE is rooted in the message of the Gospel and the living faith of theschool. However, it must be made clear that it is not the role of RE to indoctrinate or evangelise. Taught within an environment where Christianity is witnessed and experienced in action, pupils will experience, explore and encounter a wide range of creative and challenging activities that will help them to discover the answers to fundamental questions such as these: -

Who am I and what does it mean to be me?
In what ways do/can I relate to others?
How/where can I encounter God?
How can I make a positive contribution to the world in which I live?
What values, attitudes, beliefs and behaviour are important to me?
What does it mean to have faith?
Who/what influences and inspires me?

As Church schools the standard of our RE provision should be nothing less than excellent and its impact should be visible in all areas of the curriculum and school life.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Throughout lessons a range of strategies are used to ensure appropriately pitched learning, we achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have avariety of responses
- Setting tasks of increasing difficulty(we do not expect all childrento complete all tasks)
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups
- Incorporating high order questions that apply to thinking to extend the most able children

4. RE Curriculum Planning

We use the *Manchester Diocese Syllabus* alongside the *Understanding Christianity* for RE as the basis for our curriculum planning. RE is taught as an individual subject across both key stages. The subject leader for RE oversees the curriculum coverage and ensures that requirements are met. The spiral nature of the schemes allows for planning to build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school. As children progress through key stages new concepts are introduced and revisited across units to deepen their understanding.

The key concepts in RE are:
1.God
2. Creation
3. Fall
4. People of God
5. Prophecy
6. Wisdom
7. Incarnation
8. Gospel
9. Salvation
10. Kingdom of God

Within these there are 3 key focus':

- Making sense of the text
- Making connections
- Understnding the impact

Through each unit children build their understanding of the milestone indicators for RE. We expect children to make progress over time developing their understanding from basic to advancing to deep during the course of a milestone.

Early Years Foundation Stage (EYFS)

Teaching and learning within RE for pupils in the EYFS is delivered and monitored via the 'Understanding the World' and 'personal, social and emotional development' strands of the curriculum. This is delivered via a range of topics including Christianity and other major world religions.

5. CROSS-CURRICULAR RE OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links, this is monitored by Senior Leaders during monitoring visits. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through RE lessons to other areas of the curriculum.

6. Spiritual, moral, social and cultural development

Spiritual, Moral, Social and Cultural (SMSC) development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit. The Religious Education (RE) curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

Spiritual development

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful. Psalm 139.13-14

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.

This is promoted through:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God,

the origins and purpose of the universe, good and evil, life after death;
• considering the value of human beings and their relationship with God, with one another and with the natural world;
• discovering how the creative and expressive arts enable spiritual development;
• opportunities to discuss feelings and emotions openly;
• recognising and encouraging the use of personal and group gifts and talents;
• opportunities to develop their gift of imagination and creativity;
• encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
• developing a sense of personal significance and belonging;
• encountering Christian fellowship.

Moral development

Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect. Romans 12.2

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

This is promoted through:
• developing a sense of right and wrong based on the teaching of Jesus Christ;
• recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
• learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
• recognising the importance of personal integrity;
developing mutual respect across racial and religious divides;
• recognising that people's rights also imply responsibilities;
• developing a sensitive conscience.

Social development

As I have loved you, so you must love one another. By this everyone will know that you are my disciples. John 13.34-35

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

This is promoted through:
• developing a sense of empathy, compassion and concern for others;
• building relationships within the school and between the school, the parish and the local community;
• considering how Christian beliefs affect decisions at local and national level;
• investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
• providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Cultural development

There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus. Galatians 3.28

Cultural development in RE in a church school 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.

This is promoted through:
• promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
• exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
• considering the relationship between British and European culture and Christianity;

• appreciating the diversity of cultures within Britain.

RE also promotes an understanding of cultures and religions other than Christianity. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.

7. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of RE skills. ICT is used to support learning when appropriate.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed using Proof of Progress tasks which assess whether a child is working at a basic, advancing or deep level within each unit. This will be tracked using target tracker.

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

10. EQUAL OPPORTUNITIES

Bolton Parish has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

11. ROLE OF SUBJECT LEADER

The RE Co-ordinator is the professional leader and manager of Religious Education in the school. Their role is to manage the RE Curriculum across the school. Quality Religious Education has the potential to make the greatest impact on the wellbeing of

our pupils. It is a subject that combines academic rigour and the development of the character and spirit of the child. "*A good education must promote life in all its fullness.*" (Church of England Vision for Education, July 2016). Quality RE makes a huge contribution to this goal. At its best RE offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices. Quality RE breaks down barriers and builds communities. Therefore, the RE Co-ordinator has the privilege of making sure the RE in his/her school is nothing less than excellent and is making a lasting impact on the whole school community.

12. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in RE. Parents are involved in children's learning, and are encouraged to attend parent workshops and update meetings where they will be given information on how they can support their child's learning each half term.

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly curriculum meetings and letters provide information about the RE curriculum and how parents can support their children.

Strategies for supporting children are shared at phase meetings and workshops as well as at parent helper training sessions.

Parents may withdraw their children from Religious Education as they may in any school however, 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. 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 should 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.

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