

## A Policy for R.E. at Huyton with Roby Church of England Primary School

### Introduction:

Huyton with Roby C of E Primary School is a Church of England Aided School for children from 3-11 years of age. It is situated within the Metropolitan Borough of Knowsley and the Diocese of Liverpool.

The religious education provided in the school conforms to the rites, practices and doctrines of the Church of England (as laid down in the Trust Deed of the school). The religious education in the school will follow the RE Syllabus (Questful RE) produced by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church, which has been adopted by the Liverpool Diocese. This syllabus is used alongside 'Understanding Christianity' produced by the Children's Society.

Our school has strong links with St Michael's Church, Huyton and St Bartholomew's Church, Roby. Clergy regularly visit to lead acts of worship, and services at both churches are arranged to celebrate the major festivals of the church's year and to mark important events in the corporate life of our school.

### Mission Statement:

At Huyton-with-Roby, we want to see each child reach their potential within a secure and caring environment. We seek to develop in our children an understanding of the Christian faith. We aim to be a welcoming and stimulating school that has strong links with home, our churches and the wider community.

### Vision:

Proverbs 22:6

Teach children how they should live, and they will remember it all their lives.

### Motto:

Working Together

### School Christian Values:

Perseverance, Friendship and Respect/Reverence

### Aims of the Policy:

The aim of this policy is to provide a source of reference for Governors, staff, parents and friends of the School.

We are concerned that each member of the school community is able to develop skills, concepts, attitudes and knowledge in relation to the R.E. curriculum. The atmosphere

of the school encourages mutual respect, consideration and reverence for others' feelings and beliefs and aims to convey the message that its members are of equal worth, regardless of race, status or ability. The aim of this policy is to support the whole school approach and the aims/ethos of the school as set out in the school's mission statement.

(The legal requirements for R.E. can be found in the Appendix.)

#### Specific Aims for Religious Education:

- Ensure children develop a sound knowledge and understanding of the key figures and beliefs of Christianity within the context of the Anglican Church.
- To make a distinctive contribution to the spiritual, moral, cultural, social, and mental development of our children.
- To begin to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation, so that they might be prepared for the opportunities, responsibilities and experiences of adult life.
- To understand and experience something of what is meant by personal faith and commitment to God and to appreciate ways in which faith is conveyed and expressed through the Gospel of Jesus Christ.
- To give children an understanding of the major Christian festivals within the context of Anglican Worship.
- To ensure that pupils gain knowledge of two other principal religions represented in Britain and to encourage respect for these holding different beliefs.
- To nurture a sense of awe and wonder at the mystery of God.
- To study Christianity as a living faith, and encounter its impact on people throughout the ages and today.

#### Entitlement:

All pupils will be taught R.E. irrespective of their race, gender or special need unless parents choose to remove their child from such lessons. A statement about the schools' R.E. provision is included in the schools' prospectus.

It is not a legal requirement for Nursery aged children to follow the Agreed Syllabus for R.E. However, a satisfactory curriculum for these children will provide the foundations of spiritual and moral education by helping to foster values such as honesty, fairness and respect. Well-chosen stories and sensitive discussion of incidents that arise in school are used to help children distinguish right and wrong behaviour. In all aspects of the curriculum, Nursery children can be encouraged to explore ideas and feelings such as sharing, happiness, anger and sorrow, and develop attitudes of co-operation, good behaviour and self-discipline. They will learn to respect their own cultural background as well as those of others through activities such as art, music, play and stories. Our Nursery children will be introduced to the Bible as a special book, and it is hoped that as a result they will develop a love of its stories and an awareness of God and his love for them.

## How was the Policy developed?

This Policy was originally developed in 1996 by the R.E. Co-ordinator along with a working party which included the Headteacher, Governors, members of staff from both Key Stages and clergy - thus ensuring a whole school approach.

The policy included :

- The Co-ordinator attending a 10 day R.E. course which provided some information and guidance on writing a policy document
- Following the guidelines set by the school policy document and, in particular, the mathematics policy document which was written first
- Discussion with the working party
- Reference to existing medium term planning for History, Geography and Science to enable suitable links with R.E. to be made wherever possible.
- The draft policy being presented to the staff and working party
- Presentation to the Governing Body

The policy was revised and updated in February 2017 by the R.E. Subject Leaders.

## What is meant by R.E in relation to Primary Education?

R.E provides a way of viewing and making sense of the world in which we live. It provides a way to promote the spiritual, moral, social, cultural, mental and physical development of pupils within school and society, thus preparing them for opportunities, responsibilities and experiences of adult life. In our school, R.E. will encourage and support children as they use a questioning approach to learn about who they are, the nature of God and an understanding of the world in which we live.

## The Contribution of R.E to the Spiritual, Moral, Social and Cultural Development of Pupils:

Religious Education has a significant role in the development of our pupils' spiritual, moral, social and cultural development. Through their study of R.E., pupils will be encouraged to:

- Express views openly and honestly
- Listen to and evaluate opinions
- Develop their own personal values and beliefs, and respect those of others
- Value imagination, inspiration and contemplation
- Increase their knowledge, understanding of intentions, attitude and behaviour in terms of what is right and wrong
- Develop a context and vocabulary for spiritual, moral social and cultural

Pupils self esteem must be enabled to grow. Teachers aim to set an example and encourage a sense of respect and consideration within the school for all members whatever their ability or position.

## R.E. and Special Needs:

All children, including those with special educational needs, are entitled to participate in and benefit from a broad and balanced R.E. curriculum wherever possible. The scheme of work for R.E. enables teachers to provide children with SEN with opportunities to discuss, partake in and respond to topics and issues covered alongside other members of the class.

The material covered in R.E. can be made available to all children, as concepts can be explored through discussion, use of pictures and artefacts and through practical activities such as visits, video, drama and role-play. Exceptionally able children can be extended and enriched by further activities wherever possible.

## R.E. across the curriculum:

A Christian spiritual dimension to the whole curriculum is essential. This will affect not only approaches to teaching, but attitudes and values in all subjects.

A powerful means of helping children develop spirituality can be the common daily life of pupils, staff and Governors in a Christian environment. Some sense of Christian love and some awareness that all members of the school family are 'children of God' should be evident amid the busyness of school life.

## Concepts, skills, attitudes and knowledge in R.E.:

A variety of skills and attitudes are encouraged in order that pupils should come to appreciate fully the key elements of the nature of religion. R.E. involves the exploration and development of positive attitudes to self, others, the natural world and learning, and the promotion of personal qualities such as consideration, open-mindedness and respect for the views and ways of others.

## Concepts and attitudes:

### Key Stage 1/Foundation Stage

- |                  |                 |                |
|------------------|-----------------|----------------|
| • awe and wonder | • sharing       | • symbolism    |
| • change         | • giving        | • ceremony     |
| • thanksgiving   | • worship       | • tradition    |
| • friendship     | • growth        | • sorrow       |
| • caring         | • promise       | • forgiveness  |
| • joy            | • love          | • prayer       |
| • specialness    | • relationships | • helping      |
| • identity       | • belonging     | • resurrection |
| • respect        | • appreciation  | • celebration  |

### Key Stage 2 (in addition to the above)

- |                  |              |                 |
|------------------|--------------|-----------------|
| • hope           | • existence  | • service       |
| • humility       | • initiation | • discipleship  |
| • responsibility | • ritual     | • community     |
| • sacrifice      | • authority  | • God as father |

- incarnation
- truth

- trust
- rules

- tolerance

### Skills

- reflection
- enquiry
- interpretation

- empathy
- reasoning
- evaluation

- social
- listening  
communication

Activities through which children may acquire knowledge and understanding:

- acting
- dancing
- drawing
- listening
- looking
- making

- miming
- writing
- painting
- playing
- reading
- recording

- singing
- smelling
- talking
- tasting

### Units to be Studied:

The following matrix highlights the RE units to be covered within each year group.

The units of work covered are taken from the 'Quest Ful RE' resource, which is a revision of the Blackburn Diocesan Board of Education RE syllabus. The units of work provided are broken down into weekly short-term plans. Non Christian Faith units are studied alongside Christian units of work where appropriate and helpful comparisons can be made with other faiths. There is a 80% 20% split between Christianity and other faiths. RE should be taught for at least one hour each week.

YEAR	AUTUMN		SPRING		SUMMER	
		CHRISTMAS		EASTER		
Z	<u>Harvest/</u> Nursery prayers	The Christmas Story	<u>Friendship:</u> What makes a good friend?	The Easter Story	<u>Special People:</u> What makes a person special?	<u>Special Times:</u> How do we celebrate special times? NCFL
R	<u>I am Special</u>  <u>Harvest:</u> Why do we say thank you at Harvest time?	<u>Christmas:</u> How do we celebrate Jesus' birthday?  NCFL: Divali and Hanukkah	<u>Listening to the stories Jesus heard</u>  Stories Jesus told: examples to be covered during CW	<u>Easter</u>	<u>Special Places:</u> What makes a place special/holy?  NCFL: Special Holy places: Mosque	<u>Prayer:</u> What is prayer?  NCFL: Islam and Judaism
Y 1	<u>1.2</u> <u>God and Creation</u> 6	<u>1.3</u> <u>Christmas:</u> Why do we give and receive gifts? 6	<u>1.4</u> <u>Jesus was Special</u> 6	<u>1.5</u> <u>Easter:</u> Celebrating new life and new beginnings 6	<u>1.7</u> <u>Why is baptism special?</u> 4  NCFL: How do people of other faiths welcome new babies? 3	<u>1.8</u> <u>Joseph</u> 5
Y 2	<u>1.1</u> <u>Harvest:</u> How can we help those who do not have a good harvest? 4  NCFL: Sukkot (Judaism) 3	<u>2.2</u> <u>Christmas:</u> Why was the birth of Jesus such good news? 6	<u>2.3</u> <u>Jesus - friend to everyone</u> 6	<u>2.4</u> <u>Easter:</u> How do symbols help us to understand the story? 5	<u>2.5</u> <u>Why is the church a special place for Christians?</u> 6  NCFL: Where do people of other faiths worship? 2	<u>2.1</u> <u>The Bible:</u> Why is it such a special book? 6  NCFL: Do people of other faiths have holy books? 1
Y 3	<u>3.6</u> <u>Harvest</u> 3 NCF: Sukkot (Judaism) 2	<u>3.2</u> <u>Christmas:</u> God with us 4	<u>3.3</u> <u>Jesus - The man who changed lives</u> 6	<u>3.4</u> <u>Easter:</u> Exploring the sadness and joy of Easter 5	<u>3.5</u> <u>Which rules should we follow?</u> 6  NCFL: Does everybody follow the same rules? Why? Why not? 6	<u>3.1</u> <u>Called by God</u> 7
Y 4	<u>4.6</u> <u>What is Prayer?</u> 4 <u>S2</u> <u>The Lord's Prayer</u>  NCFL: How do people of other faiths pray? 1	<u>4.2</u> <u>Christmas:</u> Exploring the symbolism of light 4  NCFL: Hanukkah (Judaism) 2	<u>4.3</u> <u>Jesus Son of God:</u> How did Jesus show his power and authority? 7  NCFL: Shabbat (Judaism) 2	<u>4.4</u> <u>Easter:</u> Exploring Easter as a story of betrayal and trust 5	<u>4.5</u> <u>Are all churches the same?</u> 6  NCFL: Are all places of worship the same? 6	<u>4.1</u> <u>God, David and the Psalms</u> 6
Y 5	<u>5.1</u> <u>How and why do Christians read The Bible?</u> 6 NCFL: How important are holy books in faiths other than Christianity? 5	<u>5.2</u> <u>Christmas:</u> The Gospels of Matthew and Luke 4	<u>6.7</u> <u>People of Faith:</u> How does having faith affect a believer's lifestyle? 6  NCFL: Hinduism (Gandhi) 1	<u>5.4</u> <u>Easter:</u> Why do Christians believe that Easter is a celebration of Victory? 5	<u>5.3</u> <u>Jesus the Teacher</u> 6	<u>5.5</u> <u>Exploring the lives of significant women in the Old Testament.</u> 5  NCFL: Purim (Judaism) 2
Y 6	<u>6.1</u> <u>Life as a Journey and Pilgrimage</u> 6  NCFL: Pilgrimage 4	<u>6.2</u> <u>Christmas:</u> Advent- How do Christians prepare for Christmas? 5	<u>6.6</u> <u>Ideas about God</u> 6 NCFL: What names do faiths	<u>6.4</u> <u>Easter:</u> Who was Jesus? Who is Jesus? 4	<u>6.3a</u> <u>Why is the Exodus such a significant event in Jewish and Christian</u>	<u>6.3</u> <u>Why do Christians celebrate the Eucharist?</u> 3

## 7. Teachers and the Planning of RE - the Role of the class teacher:

The role of the class teacher is vital to the successful planning and teaching of RE to children throughout the school. The class teacher working with other members of his/her team is responsible for the planning, teaching and assessment of RE in his/her classroom. Planning allows pupils to experience both individual, group and class activities. The balance of these modes of learning will rest with the class teacher. Books and class scrapbooks will be used to record the children's work - the type used is to be agreed upon by each team according to the need i.e. lined / plain.

Marking should be done by the class teacher and should be kept up to date. It should be positive, constructive and non-judgemental, as it is recognised that some of the work done in RE will be based on personal thoughts, feelings and opinions which cannot always be assessed as "right" or "wrong". Marking will be done with the child, whenever possible, in accordance with the school marking policy.

It is our aim that the quality of RE teaching will be of a high standard, and that teachers will:

- aim to ensure pupils understand the purpose of tasks set.
- provide opportunities for pupils to voice their own questions and concerns.
- provide opportunities for pupils to discuss their own beliefs and values.
- create an atmosphere where the views of pupils are treated seriously.
- provide appropriate activities for the range of ability within the class.
- provide regular opportunities for reflection.
- engage pupils' interest with a range of stimuli such as visits, visitors, video, posters, pictures, artefacts etc.
- use a variety of opportunities for creative responses such as through drama, imaginative writing and poetry, creative activities and role play.
- provide opportunities for pupils to undertake research and enquiry.
- seek to provide opportunities for pupils' spiritual development.
- use a variety of appropriate teaching styles.
- plan the lesson well.

Religious Education in our school will benefit from the fact that the school belongs to a worshipping and serving Christian community. RE will be taught in a variety of ways in explicit, discrete units, as a whole school theme, through implicitly religious themes and through cross curricular work which has good potential for exploring significant religious and moral issues.

In order to deliver the RE Curriculum, the Dearing report recommends a minimum of 5% of curriculum time should be allocated to RE. This excludes time given to statutory collective worship which is an additional daily requirement.

### Assessment of children and records of progress:

In order to maintain progression and consistency in RE, it is essential that a system for assessment is in place so that standards of achievement in RE will rise. Teacher assessment plays an important role in Religious Education, and will act as a basis for the annual written report to parents in RE.

Not all aspects of RE are assessable. For example, the personal views, emotions and attitudes of pupils are not assessable and it would be intrusive to attempt to do so. However, the extent to which children demonstrate that they are developing the skills of reflection, evaluation, analysis, empathy, understanding and enquiry is assessable. We are not assessing the child's opinion, but how well that opinion is expressed.

The assessment guidelines set out in the syllabus are based on the ladder of expectation which demonstrates clear progression as the child moves up the school. The Medium Term Plans will include assessment opportunities for each unit to be taught. Assessing a child's knowledge about religion is not difficult and can be done through written work, discussion, observation, creative work or tests. We recognise that to assess what a child has learnt from religion is more difficult. (This is expanded further in the assessment section of the syllabus).

Children are given the opportunity for self-assessment at the end of each unit. Teachers provide specific assessment tasks to inform their assessment of a child's progress and understanding in RE.

### Key resources for RE

The resources for RE are located in the RE resource cupboard in the Upper School department as well as in individual departments as appropriate. There is a copy of The Bible located in each classroom.

The school also makes use of its links with St. Michael's and St. Bartholomew's churches and their clergy for visits and talks, as appropriate to the scheme of work. Other people from different denominations and faiths will be invited to the school as required.

### Monitoring the Implementation of RE:

The RE Subject Leaders have the responsibility to co-ordinate the RE policy in the school under the direction of the Headteacher.

### The Role of the Subject leader:

1. To develop a whole school RE Policy and scheme of work in consultation with the staff, Headteacher and Governors.
2. To develop, with the whole staff, procedures for record keeping based on the scheme of work.

3. To work closely with the assessment co-ordinator and other colleagues.
4. To organise resources, in terms of those needed in each classroom, those needed centrally, those which need ordering and those which are perhaps under-used due to lack of experience and knowledge. To keep an up to date inventory of resources.
5. To provide INSET for colleagues. To liaise with colleagues and offer support where necessary.
6. To build positive attitudes towards RE.
7. To keep abreast of new publications, ideas, developments, courses etc. and enlighten colleagues of these developments.
8. To be aware of the Special Educational Needs of children, both high and low achievers.
9. To encourage the display of RE work within the school.
10. To encourage parental involvement.
11. To encourage cross - curricular links.
12. To encourage the use of information technology throughout the age range.
13. To liaise with other RE, co-ordinators in the Diocese.
14. To ensure all aspects of equal opportunities are developed, where appropriate, in the teaching of RE.
15. To co-ordinate standards throughout the school, and monitor all aspects of the school RE policy.

#### Staff Development:

The RE subject manager's role is to

- a) provide or arrange school based in-service training for members of staff as appropriate.
- b) encourage members of staff to attend RE courses run by the authority and other agencies in order to develop their expertise and widen their knowledge.
- c) liaise with colleagues and offer support to those lacking in confidence, by creating opportunities to work alongside them.
- d) provide support for new staff, NQTs and supply teachers.

## **Appendix**

The Legal Requirements  
for Religious Education

## The Legal Requirements for Religious Education

### Legal requirements:

Religious Education in church schools is governed by both the 1944 and 1983 Education Acts as well as by the Trust Deed of the School. The legislation requires Religious Education to be provided for all pupils. The type of RE provided must be in accordance with the Trust Deed. If the Trust Deed is lost or does not make provision, RE must be in line with the practice observed in the school before it became a Voluntary Aided School. Therefore, RE in our voluntary Aided School has to be in accordance with the beliefs and traditions of the Church of England.

### Parental rights of withdrawal:

Parents can withdraw their children from religious Education, and this provision must be indicated in the school prospectus. However, the Blackburn Board of Education suggests that the Governors equally make clear their expectations that pupils enrolled in the school will take a full part in the religious activities of the school community. An appropriate form of words might be:

"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 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 cannot insulate pupils from the Religious life of the school."

### Governors' Responsibilities:

The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school, though it has to be in accordance with the Trust Deed. A Diocesan syllabus can only be advisory until a Governing Body adopts it , either in whole or in part. Governing Bodies are free to adopt another syllabus or to draw up their own.

### Teachers' Rights:

Governors of Aided Schools have the right to appoint teachers sympathetic to the Aims and Trust Deed of the school, and who would be willing to participate in worship and provide religious Education as agreed by the Governors. The Governors also have the right -to dismiss a teacher on the grounds that he or she "has failed to give such instruction efficiently or suitably". When a teacher agrees to work for an Aided School and signs a contract to this effect with the Governors of the school, then the teacher agrees to deliver Religious Education and participate in Collective Worship on the basis as laid down by the Governors. This means further that in accepting such a post, a teacher forgoes the right to withdraw from Religious Education or the provision of collective Worship.

### Complaints about the provision of Religious Education:

It is hoped that any complaint will be resolved informally by the Headteacher, in consultation with the Governors, and possibly with advice from the Diocese or District. However, if the complaint is not satisfactorily resolved, then formal procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

### Collective Worship:

The 1988 Education Act requires schools to hold an act of worship (not an "assembly") every day. It does not have to be held for the whole school together but can be carried out in groups. It must be wholly or mainly of a broadly Christian nature. Although RE and acts of collective worship are separate activities, their subject matter may be interconnected. Collective worship and assembly are distinct activities, although they may take place as part of the same gathering.