



**RELIGIOUS EDUCATION POLICY**  
**FOR VOLUNTARY AIDED SCHOOLS WITHIN**  
**QUEST**

**St. Peter's C. of E. Primary School, Hindley**  
*'God's love is our key to success'*

**St. John's C. of E. Primary School, Hindley Green**  
*'With the help of God, we will love and respect one another and God's world,  
enriching our values for life each day, to help us succeed and learn'*

**St. John's C. of E. Primary School, Abram**  
*'To be guided by our faith in God and to care for and have respect for each other'*



**January 2023**  
Review date January 2025

## **Policy For Religious Education**

This policy was revised by staff during the Spring Term 2023.

### **Aims and Philosophy**

As Church schools it is important to respond to the nature of the communities we serve and our responsibility to provide a Christian education for our children. Our aim is to fulfil each child's potential to ensure an enriched life-enhancing Christian education. One of our main aims is to promote the Christian attributes of loving and serving our neighbour and wherever possible living in peace and working for peace in our communities.

Religious education makes a unique contribution to the spiritual, moral, social and cultural development of children. The study of RE may be explicit, concerning the beliefs and practices of a particular faith, or implicit which is focused on a person's feelings emotions and responses. RE is taught in accordance with the scheme of work approved by the Board of Directors, this is currently the revised Blackburn Diocese Religious Education Syllabus (appendix 1). In Foundation Stage, RE is taught as part of Knowledge and Understanding of the World, but our Christian ethos is evident throughout all we do. At Key Stage 1, the curriculum is mainly Christian but acknowledges other faiths and festivals and children are introduced to the implicit aspects of RE. Work at Key Stage 2 involves more explicit study of religions with the main emphasis still on Christianity.

In keeping with the overall school aims, in RE we aim to:

- develop knowledge and understanding of the principles and practices of Christianity within the Anglican tradition
- help children develop and express their own beliefs
- introduce children to the liturgical year and help them identify with its seasons and their meanings
- encourage self respect and respect for others
- involve children in personal reflection and consideration of important moral, social, spiritual, emotional and citizenship issues
- encourage curiosity about religions and religious expression
- reflect on the spiritual dimensions of life
- ensure that aspects of the curriculum reflect a pedagogical approach that actively enables pupils to reflect and explore the spiritual and ethical dimensions of all curriculum areas

RE draws many of the key skills developed by children in other subjects of the curriculum. The curriculum may be enriched by use of visitors from within and beyond the Parishes, making visits to places of worship, use of artefacts and re-enacting festivals and celebrations. RE is taught in accordance with the syllabus of Blackburn with added units on the Jewish, Islam, Hindu and Sikh religions. An hour of curriculum time per week is devoted to teaching RE in each year group.

### **Teaching and Learning**

A number of approaches are useful in RE, including story, role play and drama, research, ICT, studying artefacts, bringing visitors into school and visiting places of worship and religious significance and bringing Bible stories to life through the use of Theatre companies.

The structure of the diocesan plans allows staff to incorporate challenging activities at the appropriate level. The introduction of 'Can I' statements will enable teachers to set child friendly objectives to enhance work towards Assessment for learning. Teachers use a range of strategies to ensure the most appropriate way to achieve the learning objective of the lesson. Child centred work is very closely linked to the implicit dimension of RE. Individual research tasks may be set, as children progress in their understanding, these tasks will be more focused on the explicit study of religion.

### **Special Educational Needs and Differentiation**

The individual education plans for children with special educational needs must be taken into account when planning RE to ensure that individual needs are met. Differentiation for these children and others in the class may be by:

1. **outcome-** where the tasks set allow different outcomes across the full range of abilities within the class
2. **task-** differentiated tasks are set which allow the various children/groups to achieve the same learning objectives
3. **support -** the teacher gives differing time and resources or explains things using different language to enable children to achieve objectives.

### **Equality of Opportunity**

Two of the main aims of RE at our schools are:

- i) To encourage self respect and respect for others. To achieve this aim it is essential for staff, children and visitors to give individuals the opportunity to express their own ideas and opinions, listen respectfully and challenge through discussion in a sensitive/supportive manner.
- ii) To enable children to make informed choices.

The content of the curriculum gives significant opportunities to explore a range of beliefs, values and traditions and issues including roles and responsibilities. It is important that all cultures are presented and discussed in respectful ways to avoid stereotyping and to prepare children for life as future citizens.

In some QUEST schools, children also provide input for their peers through Worship Warriors and Worship Committees.

### **Assessment Recording and Reporting Achievement**

Assessments will be made each term in accordance with the learning objectives identified in the RE scheme of work for each unit.

The implicit elements of RE cannot be measured, but can be appreciated through the ethos of the school and the conduct of all within it. The explicit aspects of RE can be measured and assessments record the knowledge, understanding and skills developed by the children. This termly assessment data forms the basis of the annual report to parents. Assessment for learning is used to plan lessons which build on children's individual learning.

The Schools' Ethos Group maintain an overview of the school curriculum, pupil progress and monitoring/evaluation with all staff. Portfolios/electronic storage folders are compiled to demonstrate the standards of learning across the schools and the varied teaching and learning styles used.

### **Monitoring and Review**

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. RE moderation also takes place across QUEST primary schools.

### **Parent/Carer Involvement**

Parents/Carers are an integral part of our Christian family and are fully involved in the life of our schools. They are invited to our celebrations and support our focus on values through exemplification in every day life and the supporting of specific homework.

### **Resources**

Resources available to children and staff are identified within the scheme of work. An up to date resource list details all resources available. A list of useful website addresses is available to all staff.

### **Liaison**

The schools and Churches work very closely together. Our Vicars support the staff in delivering worship, as well as communion in school on a termly basis. Other clergy from neighbouring parishes are also visitors to school. Our Vicars liaise with class teachers to support them in the delivery of RE curriculum which incorporates working alongside the children to enhance their knowledge and understanding of the Church Liturgical Year. Liaison with our communities is good, focused around our

work with the Hospice and our charity chosen each year by the children. As Christians we share our talents with the communities as often as possible, through scheduled events and by welcoming members of all faiths and cultures to bring our learning to life.

This policy has been reviewed with due regard to the Equality Act 2010 during the Spring Term 2023 and Directors are aware of its contents.

Signed

*S. Bruton*

CEO

**Appendix 1**

### End of Key Stage Expectations

#### By the end of Key Stage 1 children are expected to:

- talk about God as creator of the world who loves us.
- know that God is three in one, Father, Son and Holy Spirit.
- be able to retell both the nativity and Easter stories.
- use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
- know that Christians believe Jesus is the Son of God who died on the cross and rose again.
- know that Jesus had 12 special friends called disciples.
- know that the Bible is our holy book and it contains God's big story, the salvation plan.
- be able to retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
- be able to give examples of how Christians, put their beliefs into action.
- know the names and significance of holy books from other faiths.
- know the places where people of other faiths worship.
- be developing a sense of their own values and the values of others.
- have experienced taking part in the celebration of Harvest Festival.

#### By the end of Key Stage 2 children are expected to:

- know that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.
- know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
- know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
- know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
- Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
- know that Pentecost was the start of the church.
- know that Christians believe that the Holy Spirit is at work in their lives today.
- know that Christianity is a worldwide multi-cultural faith.
- know that prayer is an important part of the life of a believer and explain why.
- know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
- describe the impact responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.

<ul style="list-style-type: none"><li>• retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.</li></ul>
<ul style="list-style-type: none"><li>• connect Christian practices, values and beliefs to events and teaching in the Bible.</li></ul>
<ul style="list-style-type: none"><li>• be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.</li></ul>
<ul style="list-style-type: none"><li>• be able to express and explain their own opinions on issues they have discussed.</li></ul>
<ul style="list-style-type: none"><li>• use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.</li></ul>
<ul style="list-style-type: none"><li>• describe what they think motivates people of faith and explain what inspires and influences them personally.</li></ul>
<ul style="list-style-type: none"><li>• ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.</li></ul>
<ul style="list-style-type: none"><li>• know and be able to talk about the links between Christianity and Judaism.</li></ul>
<ul style="list-style-type: none"><li>• describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.</li></ul>