



**St. Wilfrid's  
Church of England  
Primary Academy**

Executive Headteacher: Mr S. Colothan



# Religious Education Policy

Updated January 2022

**'I can do all things through Christ who strengthens me.'**

**Phillippians 4:13**

## Our Christian Vision

*'I can do all things through Christ who strengthens me.'* Philippians 4:13

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



## Our Mission Statement



**at St Wilfrid's we can**

We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

**At St. Wilfrid's, we can do all things through Christ who gives us strength.**

## Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

## Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



## **Intent**

Our Religious Education curriculum aims to motivate and inspire children through an engaging curriculum that challenges all learners whilst ensuring that the school Christian values are at the heart. The distinctive Christian ethos permeates all aspects of school life and has an outstanding impact on pupils' personal development. This personal development is seen through the established strengths of:

- The focus on Christian Values which leads to outstanding spiritual, moral and academic development of all pupils. The outstanding relationships within the school family, based on Christian love and care for each individual.
- The quality of relationships with parents and the positive Christian impact the school has in the wider community.
- The school's procedures for evaluating its effectiveness as a Church School.
- The excellent and vibrant quality of worship which makes a significant impact on pupils' spiritual development.

Our curriculum is designed to deepen knowledge and develop skills, with literacy at the heart, ensuring effective progression within each subject discipline and across all year groups.

Our Christian Values and Distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the heart of our curriculum and all that we do at St. Wilfrid's.

## **Implementation**

In Religious Education, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. As a Voluntary Aided Church of England Primary Academy, our Religious Education curriculum is based on the syllabus written by the Blackburn Diocesan Board of Education. As a Christian School, our pupils are taught about other world faiths as part of the multicultural society in which we live. Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities. For each topic a series of stimulating lessons are planned, with clear knowledge-based learning objectives incorporating the Christian concepts (God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God) and subject-specific vocabulary. Reflective opportunities are planned to allow children the opportunity to evaluate what they have learnt and to address any misconceptions. Teachers assess learning in Religious Education through using the 'Questful Maps', the unit overviews and the Blackburn Diocese ladder of expectation. Our curriculum is delivered through highly effective 'quality first teaching'. Enrichment opportunities, including outdoor learning (garden chapel), inspirational visitors (other faiths) and exciting educational visits (living church), provide our children with rich experiences and enhance teaching, learning and knowledge. Our Religious Education curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in Religious Education lessons in order to prepare the children for life in Modern Britain.

## **Impact**

Our well-planned Religious Education curriculum ensures that children are able to make links between Christian faith and those of others in their community and in the wider world. Through the breadth and depth that our curriculum offers, children are developing an understanding of other religions and ways of life. Our curriculum enables children to become active citizens, serving their neighbour and enables them to become global citizens and courageous advocates for change in the world, from a local to global level.

## **Rationale**

St. Wilfrid's Religious Education will support children in reflecting upon, developing and affirming their own beliefs, values and attitudes through exploration of shared human experiences and of the place and significance of Christianity and other religions in the contemporary world, with such emphasis upon Anglican beliefs and practices as appropriate to our school's situation.

As a Voluntary Aided Academy, the management of R.E. is a distinctive role of the governors and headteacher. R.E. has to be in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided within its school. This policy reflects the school's agreed values and philosophy with regard to Religious Education. It illustrates how Religious Education is taught within school and gives guidance on planning and assessment. The policy has been produced after discussion with governors and members of staff and will be reviewed annually. The policy should be read in conjunction with the Schemes of Work in the Blackburn Diocesan Agreed Syllabus for R.E. which sets out in detail what children in different year groups will be taught on a half termly basis. The policy will be available to all staff, governors, parents, advisors and inspectors.

At St Wilfrid's the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England, and it plays a major part in promoting the Christian aims, values and ethos of the school.

Within the context of our School, Religious Education will support children in developing their own beliefs values and attitudes through an exploration of shared human experience and the place and significance of Christianity and Other Religions in the contemporary world.

## **Entitlement**

R.E. in our church school lies at the very heart of the curriculum. The Governors have adopted the Blackburn Diocesan Board of Education Syllabus which reflects the National Framework for R.E, the National Society Statement of Entitlement and the requirements of SIAMS. The R.E. curriculum in accordance with the Agreed Syllabus requires a curriculum allocation of 5% of the available timetable. The majority of time given to Religious Education will be devoted to the teaching of Christianity (approximately 80%) – Judaism, Islam and aspects of other world faiths will also be studied for the remaining 20% of curriculum time allocation. A variety of teaching styles and methods are used in the teaching of RE, for example; drama, art, creative writing and music.

The time allocated to R.E. in school is independent of time allocated to Collective Worship. Although R.E and Collective Worship naturally compliment and enrich each other Collective Worship is a separate statutory requirement and is not covered by this policy.

## **Religious Education at St. Wilfrid's will enable children to:**

- think theologically and explore the great questions of life/death, meaning and purpose, developing a personal response to these
- reflect critically on their own experiences and develop a personal response to their Christian belief
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society

- develop the skills to handle the Bible text
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular 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; and develop their own personal faith and nurture their own spiritual development
- experience the breadth and variety of the Christian community
- engage in thoughtful dialogue about Christianity and other faiths and traditions; develop an understanding of religious traditions, the personal commitment involved and to appreciate the cultural differences in Britain today
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition
- have respect for other peoples' views and to celebrate the diversity in society.

### **Religious Education Subject Leadership**

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for Religious Education, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how Religious Education progresses over time and how it connects with the school's curriculum as a whole. Religious Education Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the Religious Education curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of Religious Education takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

### **Religious Education Subject Leaders will:**

- raise the profile of Religious Education at St. Wilfrid's Primary Academy
- lead and manage the Religious Education effectively and have an 'expert' knowledge of the Religious Education curriculum overview, including all unit/topics across the whole school
- confidently articulate the Religious Education curriculum design and have a clear and ambitious vision for Religious Education (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in Religious Education
- ensure that there is clear progression in knowledge, skills and vocabulary in Religious Education, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce a Religious Education School Development Plan annually, reviewing this termly
- audit Religious Education resources and identify resource needs and costings in Religious Education School Development Plans, managing allocated budgets effectively.

- provide strategic direction and development of Religious Education across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the Religious Education link Governor, sharing and celebrating Religious Education
- review and update the Religious Education Policy, as necessary

### **Religious Education Curriculum**

We base our teaching of R.E. on the key principle that good teaching in R.E. allows children to both learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

This can be expressed distinctively as...

### **Learning about Religion**

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

### **Learning from Religion**

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it
- responding personally to the transforming power of Jesus Christ
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith
- developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm.

### **RE and Church School Distinctiveness**

The content of the R.E. curriculum contributes towards our church school distinctiveness through:

- opportunities to explore the experience of the Church's year
- study of the story of the local Christian community with its saints and martyrs
- visits to places of worship, especially the local parish church to develop the understanding of the Church as a living community
- welcoming visitors from the local parish to share their experience of Christian belief and life
- liaison with the local parish to enable these visits and links to occur
- skills to confidently use religious language to express knowledge and opinions
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts
- access to Christian artefacts that are used with care, respect and confidence
- a sacred space that can be used as a focus for prayer and silent reflection.

## **R.E. and Other Faiths**

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths. Therefore R.E. in our Church School should also help pupils to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

### **Religious Education in our Church School should enable:**

- children and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- children to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- children from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- children from other faith backgrounds to understand and be encouraged in their faith;
- children with no religious background to be given an insight into what it means to be a person of faith;
- children of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

### **Religious Education across the Curriculum**

Although R.E. is taught as an implicit subject within our school, it does provide many opportunities for links with other curriculum areas, particularly English, PSHE, History, Geography and the creative arts. In addition, there are strong links between R.E. and cross curricular themes and dimensions, including multi-cultural education, equal opportunities, citizenship and health education. As stated previously, it also has strong links with collective worship.

Religious Education 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 in our English lessons 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 order to develop their writing ability.

We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation. Through our Religious Education lessons, we teach children about the values and moral beliefs that underpin choices and behaviour. 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.

## **Spiritual, moral, social and cultural development**

Spiritual development within R.E. in our school enriches and encourages the children's discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer children a secure foundation stone on which to make decisions and build their lives. Social development enriches children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development 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.

### **Inclusion**

At St. Wilfrid's Church of England Primary Academy, we teach Religious Education to all children, whatever their ability and individual needs. Religious Education forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs). Through our Religious Education teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

### **Equal Opportunities and Diversity**

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on + CPOMS and draw them to the attention of the Executive Headteacher.

We plan Religious Education lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others.

Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of Religious Education, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

### **Resources**

We are building up sufficient resources in our school to be able to teach all our Religious Education teaching units. We keep resources for religious education in a central store. There are bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a supply of Religious Education topic books and computer software to support the children's individual research.

### **Assessment and Recording**

The assessment and expectations of RE in the Blackburn Diocesan syllabus are based on the Ladder of Expectation which provides symbols that link to the end of Key Stage expectations detailed within the syllabus. Each unit has the expectations outlined to provide guidance for assessment.

Evidence is collected in the following ways:

- Class RE Floor Book containing for example: brief summaries of discussions, photographs of role play, samples of work, things that have interested them. It also serves as a working document that can be shared beyond the classroom for example: with staff, governors, parents and inspectors.
- Individual work in children's books
- Photographs of displays
- Records of RE subject leader's monitoring: scrutiny of work and lesson observations.
- Teacher's unit plan highlighted assessments
- Questful Maps are used to inform teacher judgements and provides reflection opportunities for the children.

### **Monitoring and Evaluation**

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- Religious Education Subject Leaders
- Religious Education Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. Religious Education Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for Religious Education, to allow for progression and development of the subject.

Religious Education Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

Religious Education subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in Religious Education and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of Religious Education (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in Religious Education
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of Religious Education across the school

### **Staff Support and Training**

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school. The Religious Education subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

### **Parental Rights of Withdrawal in a Voluntary Aided Academy**

Parents may withdraw their children from Religious Education as they may in any school. 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. If a request for a withdrawal is made, the head-teacher will explore the reasons for the request and seek to arrive at an accommodation.

**Subject Leaders:** Miss. L. Clayton, Miss. L. Beckwith, Mrs. G. Kohler and Mrs. K. Newman

**Executive Headteacher:** Mr. S. Colothan

**Date:** January 2022