

Clitheroe

St. James' C.E. Primary School

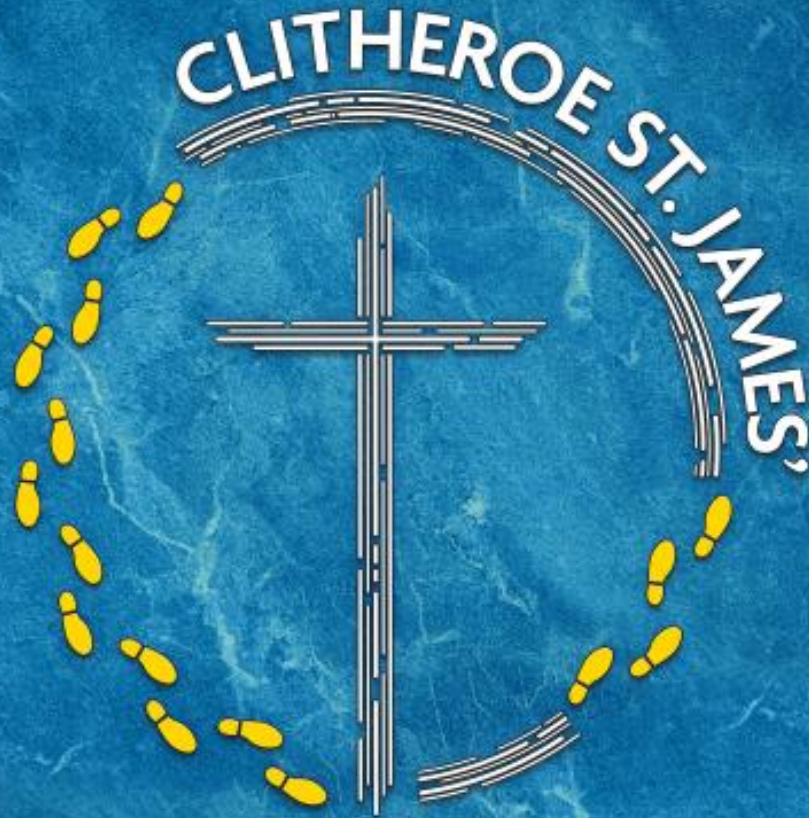


RE POLICY

July 2023

School Vision

St James' is a Church School where everyone is valued and upheld by Love, Hope, and Respect.



Our school forms a crucial part of our journey through life.

We will be BOLD on our journey together.

**We will Believe
We will be Open
We will be Loving
We will be Determined**

Be strong and courageous. The Lord your God is with you wherever you go.

JOSHUA 1: 9

School Vision

Vision Acronym	B	O	L	D
Vision	Believe	Open	Love	Determined
Education	Believe in yourself Growth <u>Mndset</u>	Be open to new ideas/ways of doing things/others	Love learning	Never give up Develop resilience
Spiritually	Understand the love of God	Open to others / those of different faiths and no faith	Love others	Develop resilience HOPE
<u>Behaviourally</u> BE		Safe	Respectful	Good learner
Pedagogically	(Growth) <u>Mindset</u>	Openness	<u>Mastery</u> Learn Remember Use	<u>Metacognitive</u> Developing independence
Curriculum	Broad & Balanced	Outdoors (active)	Learning exciting and engaging	Depth

At St James' we talk about life as being like a journey. We believe that primary school is a crucial part of this journey. It is during these formative years that children learn the basic skills, attitudes and knowledge that form the foundation for the next stage of their education and for life. Therefore, we take educating our pupils very seriously. The acronym **BOLD** shown above provides the blueprint of our learning intentions.

- We want pupils to firstly have a growth mindset – to **believe** that with hard work they can achieve
- We want Pupils to be **open** to new ideas, new/different ways of doing things
- We want pupils to **love** learning – to be inspired and engaged by learning
- We want pupils to be **determined**, independent and self-regulated learners

More than anything, we want our pupils to be loving, compassionate citizens that can use their talents, knowledge and skills to help others on their journeys through life.

RE Statement of Entitlement: 2019

The Church of England Education Office

RE must have a very high profile.

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.”

Religious Education at Clitheroe St. James C.E. Primary School

- R.E. plays a major part in promoting the Christian aims, values and ethos of the school as expressed in the Mission Statement:
“We believe that every child is special and have their own talents.
At Clitheroe St. James’ C.E. Primary School, Christianity flows through everything we do whilst valuing other faiths.
All the children will be helped to take responsibility for their own learning and behaviour. They will be encouraged to always try to do their best and be proud of their work.
Clitheroe St. James’ C.E. Primary School is an important and valuable part of the Church family and wider community.”
- At Clitheroe St. James’ C.E. Primary School we believe that RE should be of the highest standard. RE reflects our school’s distinctive Christian character.
- The Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.
- The Governing Body as a whole is responsible for determining the nature of Religious Education provided at our school.
- We have adopted the R.E. Syllabus produced by the Blackburn Diocesan Board of Education (Questful RE).
- 5% of curriculum time is allocated to R.E. in accordance with Diocesan guidelines.
- The majority of time is devoted to Christianity. This is approximately 70 - 80% of the curriculum time for Religious Education (as calculated when following the Diocesan syllabus), and the balance is allocated to world faiths.
- Although RE and Collective Worship naturally compliment and enrich one another they are managed separately at our school.

Our Intent

- For us to discover more about religion, world views and ourselves through an open investigative enquiry approach.
- For us to discover more about relationships with others, our relationship with the world around us and our relationship with God.
- By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that we will give our children a deeper understanding of Christianity.
- For us to explore major world faiths and discuss world views where appropriate.
- To prepare us for citizenship in today's diverse society - to develop sensitivity to, and respect for others. (Appendix One provides more information.)
- For us to develop positive attitudes towards our learning.

Our Aims

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

(Appendix One provides more information.)

Spiritual, Moral Social and Cultural Development

Spiritual, Moral, Social and Cultural (SMSC) development in our 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 is the place where SMSC is seen most clearly.

- Spiritual development within RE in our school enriches and encourages the pupils' 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 pupils a secure foundation stone on which to make decisions and build their lives.
- Social development enriches pupils' 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.

(Appendix Two provides more information.)

The contribution of RE to Christian and British Values

- Christian values are at the heart of our school life. The work in RE contributes significantly to the development of these.
- RE is able to contribute to developing British Values through our exploration of Christianity and other faiths as we aim to help the children develop tolerance and respect for all.

The Curriculum

- The curriculum is organised on a two year cycle. (Appendix Three provides more information.)
- The curriculum enables the children to explore God's Big Story
- The curriculum content is a balance of the three essential disciplines of quality RE, Theology, Philosophy and Social Science.
- This means pupils will look at concepts through a theological lens, exploring what people of faith believe.
- Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives.
- They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

Special Educational Needs

- In order to ensure that all children have access to the Religious Education curriculum it is necessary for teachers to consider the individual needs of the children within their classroom.
- Teachers will take into account differing abilities when planning, preparing and resourcing lessons.
- Teachers will take into account differing abilities when marking and evaluating lesson outcomes.
- Use will be made of resources provided by Questful RE Syllabus.

Assessment, Recording and Reporting

- We are aiming through assessing RE to ensure that we are providing quality and challenging activities for our children - it is to guide us with our planning and teaching and to give children the opportunity to achieve in RE.
- We use the Blackburn Diocesan Questful RE Assessment and Recording Sheets.
- Key Learning has been identified for each unit of work and that is used to help guide assessments.
- In Key Stage One and Two, teachers carry out an end of unit assessment three times a year - it is not a test but rather an assessment of where the children are working at.
- Assessments are recorded and given to the RE Co-ordinator for monitoring and tracking.
- Teachers in the Foundation Stage assess pupils against Early Learning Goals. RE contributes to Understanding the World Goals: People, Culture and Communities. It also contributes to Personal, Social and Emotional Development Goals.
- Teachers will give feedback to pupils either orally or through marking in line with the school policy.
- Parents receive an annual report on pupil's attainment and progress in Religious Education.

Monitoring and Reviewing

- The Religious Education co-ordinator along with the Senior Management Team is responsible for monitoring The Religious Education taught in school.
- The Religious Education co-ordinator, in consultation with the school governors, is responsible for reviewing the policy document.
- The Religious Education co-ordinator, in consultation with the school governors, is responsible for modifying the Religious Education curriculum, if necessary.
- The Religious Education co-ordinator is responsible for reviewing Religious Education in the school and setting targets on an annual basis

Staff Development

- Staff development is available through Diocesan courses and through cluster group meetings.
- The Religious Education co-ordinator will keep staff informed of developments, ideas and new resources in this area of the curriculum.

Resources

- Extensive teacher and pupil resources are located in the curriculum cupboard in the junior hall and in Chestnut Classroom.
- Questful RE is used throughout school.

Parental rights of withdrawal in a Voluntary Aided school

‘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 (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.

APPENDIX ONE

RE at Clitheroe St. James' tries to help pupils to:

Develop positive attitudes to their learning, and to the beliefs and values of others. Continually throughout our lives we encounter things that are unusual, strange and sometimes puzzling. We meet people who are different to ourselves. In order to be able to make sense of these experiences and build an understanding of equity, diversity and justice across the world community, we all need, as human beings, to develop the following four attitudes.

Self-awareness in religious education includes pupils

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.
- developing a realistic and positive sense of their own religious, moral and spiritual ideas.
- recognising their own uniqueness as human beings and affirming their self-worth.
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own.
- being ready to value difference and diversity for the common good.
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society.
- being prepared to recognise and acknowledge their own bias.
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils

- being willing to learn and gain new understanding.
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions.
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils

- developing their imagination and curiosity.
- recognising that knowledge is bounded by mystery.
- appreciating the sense of wonder at the world in which they live.
- developing their capacity to respond to questions of meaning and purpose.

RE at Clitheroe St. James' tries to help pupils to 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.

RE at Clitheroe St. James' tries to help pupils to learning from religion

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

RE at Clitheroe St. James' tries to help pupils to:

- learn *about* all 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.

RE at Clitheroe St. James' tries to help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;

- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

RE at Clitheroe St. James' tries to enable:

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

APPENDIX TWO

Spiritual Development 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 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 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 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.

APPENDIX THREE

CYCLE ONE	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Early Years	<p>I Am Special Link to World Faiths: Islam</p> <p>Harvest</p>	<p>Special People Link to World Faiths: All World Faiths</p> <p>Christmas: Link to World Faiths: Hinduism</p>	<p>Stories Jesus Heard</p> <p>Stories Jesus Told</p>	Easter	Special Places	<p>Special Times Link to World Faiths: Islam, Judaism, Sikhism, Hinduism</p>
Key Stage One (Unit 2)	<p>Joseph Why Is Joseph A Bible Hero?</p>	<p>Christmas Why was the birth of Jesus Such Good News?</p>	<p>Jesus Why Did Jesus Welcome Everyone?</p>	<p>Easter How Do Symbols Help Us To Understand The Easter Story?</p>	<p>Church Why Is The Church Such A Special Place For Christians? Link to World Faiths: All World Faiths</p>	<p>Bible Why Is The Bible Such A Special Book? Link to World Faiths: All World Faiths</p>
Lower Key Stage Two (Unit 4)	<p>David and The Psalms What Values Do You Consider To Be Important?</p>	<p>Christmas Why Is Jesus Described As The Light of The World? Link to World Faiths: Judaism</p>	<p>Jesus Why Do Christians Believe That Jesus Is The Son of God? Link to World Faiths: Judaism</p>	<p>Easter A Story of Betrayal Or Trust? Link to World Faiths: All World Faiths</p>	<p>The Church Are All Churches The Same? Link to World Faiths: All World Faiths</p>	<p>Prayer What Is Prayer? Link to World Faiths: All World Faiths</p>
Upper Key Stage Two (Unit 6)	<p>Life As A Journey Is Every Persons Journey The Same? Link to World Faiths: All World Faiths</p>	<p>Advent How Do Christians Prepare For Christmas?</p>	<p>Exodus Why Is The Exodus Such A Significant Event In Jewish and Christian History? Judaism Is Part of the Unit</p>	<p>Eucharist Why Do Christians Celebrate The Eucharist?</p> <p>Easter: Who Was Jesus? Who Is Jesus?</p>	<p>God What Is The Nature And Character of God? Link to World Faiths: All World Faiths</p>	<p>People of Faith How Does Having Faith Affect People's Lives? Link to World Faiths: All World Faiths</p>

CYCLE TWO	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Early Years	I Am Special Link to World Faiths: Islam Harvest	Special People Link to World Faiths: All World Faiths Christmas: Link to World Faiths: Hinduism	Stories Jesus Heard Stories Jesus Told	Easter	Special Places	Special Times Link to World Faiths: Islam, Judaism, Sikhism, Hinduism
Key Stage One (Unit 1)	Creation What Are Your Favourite Things That God Created? Link to World Faiths: Islam and Hinduism Harvest How Can We Help Those Who Do Not Have A Good Harvest? Link to World Faiths: Judaism	Christmas Why Do We Give and Receive Gifts?	Jesus What Made Jesus Special?	Easter What Do You Think Is The Most Important Part Of The Easter Story?	Baptism Why Is Baptism Special? Link to World Faiths: All World Faiths	My World Jesus World How Is The Place Where Jesus Lived Different From The Place We Live Now?
Lower Key Stage Two (Unit 3)	Harvest How Do People of Faith Say Thank You To God For The Harvest? Link to World Faiths: Judaism Called By God What Does It Mean To Be Called By God?	Christmas How Does The Presence of Jesus Impact On People's Lives?	Jesus How Did/ Does Jesus Change Lives?	Easter Is The Cross A Symbol Of Sadness or Joy?	Rules For Living Which Rules Should We Follow? Link to World Faiths: Judaism, Islam, Sikhism	Rules For Living Which Rules Should We Follow? Link to World Faiths: Judaism, Islam, Sikhism
Upper Key Stage Two (Unit 5)	The Bible How and Why Do Christians Read The Bible? Link to World Faiths: All World Faiths	Christmas How Do Our Celebrations Reflect The True Meaning of Christmas?	Jesus Why Do Christians Believe That Jesus Was A Great Teacher?	Easter Why Do Christians Believe That Easter Is A Celebration of Victory?	Saint Paul How Did The News of Jesus' Resurrection Spread Around The World?	Old Testament Women Did She Make The Right Choice? Link to World Faiths: Judaism

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RE Co-ordinator: Mrs A. Blackburn
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