

RE Policy

**'Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you'.
Ephesians 4:32**

Vision

At Brennand's we flourish with family, friendship and faith.
We aspire for everyone to be caring, confident and polite.

Introduction

In this Church of England school, 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.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in the mission statement.

The school has adopted the RE syllabus produced by the Blackburn Diocesan Board of Education alongside the scheme 'Understanding Christianity'.

Following Diocesan guidelines, the proportion of the curriculum time to be allocated to RE should be approximately 5%.

Within that, the balance of time allocated to Christianity should be 80% and to other faiths 20%. If appropriate, the non Christian faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on non-Christian faiths while following all the units of the Diocesan syllabus.

Appreciating the different faiths of children attending the school and that some children have no faith the other faiths studied will be predominantly Hinduism as this is the faith followed by the children in our partner school in India. Islam, Judaism, Sikhism and Buddhism will also be studied as a contrast to the Christian practices and beliefs. Elements of the RE syllabus may be re-inforced through Collective Worship within the school, (reference being made to the Collective Worship Policy). Particular attention should be made to celebrate festivals from all the religions studied within Collective Worship.

Links with St. Andrew's Church are to be fostered where appropriate, as are opportunities to develop relationships with holy places of other faiths in the area.

Statement of aims

At Brennand's we believe in teaching R.E. so children are able to discover more about themselves, others and God. We encourage children's values and spiritual development to be explored and experienced throughout the whole school.

'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.

In our school, RE should:

- Nurture pupils' own personal faith/commitment within a clear ethos of respect for those children of other faiths.
- Contribute to pupils' personal development including spiritual, moral social and cultural development, with reference to the school PSHE policy and curriculum.
- Give pupils a sound knowledge and understanding of the Christian faith.
- Give pupils the opportunity to explore the nature of religious language and symbolism.
- Value pupils' own faith and introduce them to other world faiths
- Experience Christian faith and places of worship

Content and approach

The Christian and NCF element of the RE curriculum will be based on the objectives within the Blackburn Diocesan syllabus along with Understanding Christianity and the teaching activities and resources recommended.

The yearly themes to be taught will follow the Diocesan agreed syllabus and the units covered within each term will follow the curriculum overview given by subject leader. All teachers should clearly follow the hours stated for each unit to enable the unit to be covered properly. A suggested amount of hours per week would be 1 hour 20 minutes for each class.

Staff must follow the non-negotiable list for presentation of books, scrapbooks and displays (see appendix 1)

Progression and monitoring

RE will be monitored annually by the subject leader and with reference to the school improvement plan. To monitor standards and progression throughout the school, records will be kept according to the Diocesan guidance and list of expectations for children to have reached by the end of KS1 and KS2. These records should begin at foundation level and follow the child through school. All staff will be asked to give copies of their end of unit assessments to the subject leader at the end of each half term. Books and scrapbooks will be reviewed by the subject leader at least twice a year and a report detailing areas of strength and areas for improvement will be shared with the governors' SEC committee.

SEND provision

Teachers will plan activities according to the needs and abilities within the class, differentiation for the more able and the less able appropriately. The needs of children on the SEN register will be accounted for and appropriate to their IEPs, with reference to the SEN policy.

Assessment

Teachers will assess RE with reference to the assessment and the marking policies. Parents will be informed on their child's progress at regular parent evenings and a written report given at the end of the year as part of the child's annual written report. End of unit assessments will be collated termly by the subject leader alongside the assessment framework 2018 in which the children's progress will be stated. The children's work will be assessed against a scale, focussing on key skills to be taught within each unit. These are: exploring the text, discovering the impact, making a connection and diving deeper.

Resources

Appropriate resources will be ordered and collated by the subject leader.

Review

In Voluntary Aided Schools, the management of RE is a distinctive role of the Governors and Headteacher. The policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Governing body in November 2018. It is to be reviewed every 2 years by the subject leader before being presented to staff and Governors.

The RE co-ordinator is responsible for implementation/coordination of the policy. Last reviewed autumn 2018. Next to be reviewed spring 2020.