

Christ Church Charnock Richard

C.E. Primary School

*Inspired to learn, grow and flourish within
our Christian family*



Religious Education (RE)

Reviewed September 2024



'Inspired to learn, grow and flourish within our Christian family'

'I can do all things because Christ gives me strength' Phil 4:13

Vision

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

Provision

With Christ as our guide together we:

Develop happy, resilient and confident children who thrive in body, mind and spirit

Promote an ethos that values and celebrates that all children are special and unique with many talents

Provide high quality learning and a wide range of experiences that are challenging but fun

Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Encourage children to be tolerant, caring and respectful towards others, and the world around them

Impact

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:

Trust
Koinonia
Compassion
Love
Thankfulness
Forgiveness
Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world

We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future.

All RE taught at Christ Church Charnock Richard CE Voluntary Aided Primary School follows the Blackburn Diocese Syllabus- Questful RE amended 2022, and utilises Understanding Christianity 2016. The Religious Education provided is the conformity with the rites, practices and doctrines of the Church of England and in accordance with the trust deed.

As a Voluntary Aided school the Head Teacher and Governors have the important role in managing the Religious Education that takes place throughout the school. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in our school. RE plays a major part in promoting the Christian aims, values and Ethos of the school as expressed in our mission statement. It supports the teaching of our particular Christian values that have been chosen by staff and governors. These are Trust, Koinonia, Compassion, Love, Thankfulness, Forgiveness and Service.

Religious Education lies at the very heart of our curriculum, with a whole school emphasis on our school values which are promoted in Religious Education lessons and collective worship and where appropriate in our wider curriculum and these are underpinned by the British Values.

Whilst the Religious Education and Collective Worship naturally compliment and enrich one another, they are managed and planned for separately.

Aims and objectives

At Christ Church Charnock Richard we share the aim of the Diocesan syllabus to:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

RE Statement of Entitlement: The Church of England Education Office 2019

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- 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.

RE Statement of Entitlement: The Church of England Education Office 2019

At Christ Church this can be expressed in more detail and distinctively as and 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.

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.

Religious Education in Church Schools 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.

Throughout their time at Christ Church we aim 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 other 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.;

Religious Education in Church Schools should 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 other 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.

The recommended time allocation for RE is 38 hours per year. This is in addition to (though not necessarily disassociated with) the daily corporate act of worship.

The RE studied will predominately be Christianity with approximately 80 % of the curriculum time being allocated to studying Christianity and 20 % being allocated to study other major world faiths by the end of Key Stage Two.

We endeavour to maintain close links with the local parish church. The Rev. Father Andrew is a regular visitor to school and he leads a whole school assembly once a week. Father Andrew also comes in to work with pupils at different times during the year; for example making Christingles or supporting class teachers with the delivery of their Religious Education lessons. Once per term Father Andrew leads a Eucharist service in school and parents are warmly welcomed to share this with us.

Year 6 pupils have the opportunity to attend sessions at church if they wish to be confirmed. Following confirmation, pupils, staff and parents can receive the Holy Sacraments at certain church services. We regularly attend services in Church; for example; Lent, Christmas and Christingle, many of which are led by the children.

Throughout their time at Christ Church we aim to help pupils to;

As a church school we also believe it is important to offer our pupils;

- Opportunities to explore the experience of the Church's year;
- Visits to different places of worship, especially the local parish Church, to develop the understanding of the Church as a living community;
- Visits from the people 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;
- 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.

Content and Approaches

We base our teaching and learning style in RE on the key principle that

Outstanding teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promote their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied.

Planning is based on the Diocesan Agreed Syllabus. Details of this are to be found in the Religious Education Syllabus for Church Primary Schools. We also use the Diocesan additional units.

RE is taught by the class teachers and as appropriate other relevant people.

Pupils are encouraged to work in a variety of ways, these can be

- Co-operative group work
- An individual approach
- Class teaching
- Paired work

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways. Children with Special Educational Needs are taught in all RE lessons. Within RE lessons teachers not only provide activities to support children who find the work difficult but also activities that provide appropriate challenges for children who are more able.

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability including gifted pupils, ethnicity and social circumstances have access to the RE curriculum and make the greatest possible progress.

In the Foundation Stage planning will reflect the EYFS. By studying the EYFS for Personal, Social and Emotional Development, Expressive Arts and Design and Understanding of the World the children will have had opportunities to find out and learn about the world they live in. This forms the foundation for later work in RE and helps the children to develop crucial knowledge; skills and understanding that help them make sense of the world and enables them to develop a positive sense of themselves. In addition to this a discrete Religious Education lesson is taught once per week.

Assessment, Recording and Reporting

Assessment is a continuous process that should be varied and appropriate. It is an integral part of teaching and learning. Assessment is used to inform future planning and to provide information about what has been learnt.

An important way of assessing progress is by observation and discussion with the children. Other methods include written work, drawings, artwork and drama. A selection of responses are recorded in floor books and individual RE books. A portfolio of levelled work is available to show progression and breadth of learning across school.

Progress in RE can be characterised by:

- Acquiring wider and more detailed knowledge of religious beliefs and practices;
- Deepening understanding of the meaning of stories, symbols, events and practices;
- More fluent and competent use of religious language and terminology;

- Increased levels in skills of responding to questions of identity, meaning, purpose 7 values and commitment.

The annual report to parents includes a section for RE. Parents are given the opportunity to discuss progress on two separate occasions.

Resources

Resources for RE are located in both department stock rooms. We have a selection of appropriate RE books including bibles in both Key Stages. Boxes of artefacts for the Christian, Islamic and Jewish faiths are located in the infant stock room. The Parish Church and the Almshouse Chapel are valuable resources. As a school we value the work of the Rev. Father Andrew and other visitors who contribute to the Religious Education of our children. All children are given the gift of a bible from Charnock Richard Church as they start KS2 and they use this throughout their time in school. Children are also encouraged to participate in the Archbishop of York Young leaders Award.

Cross- curricular Links

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Computing

We use computing where appropriate in religious education. The children find, select and analyse information, using the Internet and CD ROMs. They also use computing to review, modify their work and to improve its presentation.

Spiritual, Moral, Social and Cultural

Spiritual development within RE in a Church 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.

- Spiritual development, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society;
- Moral development, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues;
- Social development, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;

Cultural development, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Pupils explore issues within and between faiths, developing their understanding of the cultural contexts within which they live.

PSHE

RE deals with religious and moral beliefs and values that underpin personal choices and behaviour (e.g. relationships), social policies and practices (e.g. crime and punishment), and concepts and patterns of health (e.g. use of drugs). RE looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society.

Beliefs about the nature of humanity and the world influence how we organise ourselves and relate to others locally, nationally and globally. Issues in RE therefore contribute to social and political awareness (e.g. rights and responsibilities). RE also contributes to pupils' understanding of Europe and the world.

Religious and moral issues in RE are worldwide. It is not possible to understand the nature and significance of European identity without studying religion. RE promotes the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people of different beliefs, practices, races and cultures. Similarities and differences in commitment, self-understanding and the search for truth and meaning can be recognised, respected and valued for the common good.

Role of the Co-ordinator -Refer to school policy

Monitoring and Evaluation

The RE co-ordinator monitors and evaluates the standards of RE throughout school in line with school policy.

The co-ordinator will prepare an annual development plan, which fits alongside the school development plan.

Legal requirements for Religious Education.

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church 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 or Methodist Church 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.' Parents may withdraw their children from Religious Education. This provision and its limitations are indicated in the school prospectus. Any child who is withdrawn will be supervised by a member of staff and given appropriate alternative activities. Parents may request the governing body to provide Religious Education for their children according to the 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 Agreed Syllabus. The governing body should make provision unless the circumstances make it unreasonable to do so. If such a request for withdrawal is made, the Head teacher 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 is objected to Complaints about the provision of Religious Education It is hoped that any complaint will be resolved informally by the Headteacher. There is also provision for complaints to be heard by the Committee of the Governing Body, possibly with advice from the Diocese. If the complaint is still not satisfactorily resolved then further 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.

Reviewed September 2024 by Hannah Woolley (RE and Worship Lead)