



Religious Education Policy 2023

Date Ratified: March 2023
Review Date: Summer 2025

At Bishop Rawle C.E. Primary School, St. Werburgh's C. E. Primary School and Dilhorne Endowed C. E. Primary School, Hollinsclough C E Academy and Manifold C E Academy, we believe each person is special and made in God's image. Providing equal opportunities for each member of our school family, we aim to develop their potential within guidelines of acceptable behaviour and a set of values which will fit each child for life and the British society in which they live. The achievements of each child are celebrated and the family, the school, and the whole community are valued and respected.

For further details of individual schools, please see pages 10 – 12.

The Moorlands Primary Federation (TMPF) Trust Values

Trust – Trust lies at the heart of all relationships. By trusting in God we ourselves become trustworthy just as He is.

Psalms 20:7 *'Some trust in chariots and some in horses, but we trust in the name of the LORD our God'.*

Mindful – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.

1 Peter 3:8 *'Finally, all of you, live in harmony with one another; be sympathetic, love as brothers and sisters, be compassionate and humble'.*

Peace – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.

Matthew 5:19 *'Blessed are the peacemakers, for they will be called the children of God.'*

Friendship – Barriers are broken down in a loving, friendly community based around God.

Ecclesiastes 4:10 *'if one falls down, a friend can lift him up'.*

The aim of each Trust school is to create a happy, welcoming and stimulating learning environment in which children feel secure and are helped to develop their natural curiosity and academic ability, as well as physical, intellectual, social and aesthetic skills. We aim to foster and nurture the children's spiritual and moral growth and they are encouraged to adopt friendly, caring and considerate attitudes to one another and a respectful polite manner to adults, while at the same time developing a sense of self-reliance, self-respect and sensitivity to other people around them and in the wider community.

In accordance with the 1988 Education Reform Act, all our Anglican schools to:
“promote the spiritual, moral, cultural, mental and physical development of the pupils”
and “prepare them for the opportunities, responsibilities and experiences of adult life.”

As Church Schools, we share Christian values and beliefs, in close association with the Anglican tradition and practice of the Church of England, we lay the foundations of a Christian education, “assisting children to achieve their intellectual, moral and spiritual potential in a caring Christian environment.”

We firmly believe that Religious Education (R.E.) plays an important part in meeting our vision, aims and objectives.

Legal Requirements

The Education Reform Act (1988) places Religious Education as part of the basic curriculum; a statutory subject which is an entitlement of all pupils.

As Church of England Aided Schools, we are not bound by statutory provision for Local Authority schools who must use the Agreed Syllabus. Under the 1988 Education Reform Act, aided schools may offer Religious Education determined by the Trustees, in accordance with the Trust Deed of the school. The Trust Deeds of St. Werburgh's C. E. Primary School, Dilhorne Endowed C. E. Primary School * and Bishop Rawle C.E. Primary School requires us to uphold the teaching of the Anglican tradition. The schools follow the religious education syllabus, guidelines and principles laid down in the 'Religious Education Guidance' see <https://www.ldbe.co.uk/?s=religious+education+guidance>

Rationale

Religious Education (R.E.) plays an important role in defining the schools' distinctive Christian character. The SIAMS schedule (Strand 7) makes it clear that R.E. should reflect the school's Christian vision. The subject is regarded as a core subject within the schools' curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. R.E. is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the R.E. curriculum in all schools should,

'.....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world'

'.....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE'

In our schools, we believe that:

- Religious Education contributes to other areas of education and human experiences (aesthetic, environmental, ethical, political, social and spiritual);
- Religious Education is an important part of the wider programme of spiritual, moral, social and cultural development.

Spiritual	Widening pupils' vision of themselves and their own experiences within the context of a growing awareness and understanding of God.
Moral	Helping each pupil develop his or her own informed values.
Social	Helping pupils understand some major forces in shaping the values in our ever-changing society.
Cultural	Aiding pupils in exploring aspects of their own cultural heritage and its developing positive attitudes towards diversity.

The aims of Religious Education

- To encounter the Christian Faith and how that faith is worked out in everyday life, including the school community.
- To assist and encourage pupils to experience Christian life and worship including the use of the Church's year and links with the Parish church and other local churches.
- To enable pupils to explore the Bible as the foundation document of Christianity, especially its accounts of the life, teachings and significance of Jesus Christ and of the early Christian community.
- To enable pupils to meet Christian concepts and beliefs concerning God, the world and humanity.
- To assist pupils in their search for meaning and purpose, and to provide opportunities for their spiritual growth in a safe and inclusive environment.
- To promote awareness of, and develop an understanding, respect and tolerance of other faiths through an insight into non-Christian faith communities and societies across Britain and in the wider world.
- As part of our curriculum, we study several faiths including: Islam, Sikhism and Judaism. Children are challenged to make comparisons between these faiths.
- To have a curriculum that is designed to allow for continuity and progression for when pupils transfer to secondary education.
- To give pupils the opportunity to explore the similarities and differences between Christianity, Islam and another monotheistic religions (belief in one God). There will also be comparisons made to monistic religions like Hinduism to allow a holistic view of religion to be developed and with it, a deeper understanding of the world (society) in which we live.

The outcomes for pupils at the end of their time in our schools are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives;
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship;
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean;
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes;
- Compare their own experience and identity with others – including believers;
- Reflect and empathise with the big questions of life, suggesting some answers / insights;
- Be confident to explore their own spirituality and search for truth;
- Value the religious journey of faith;
- Develop pupils' ability to interpret and appreciate religious imagery and expression.

The Curriculum

TMPF follows the 'Religious Education Guidance' from the Diocese of Lichfield (2017) on delivering R.E. and uses the 'Understanding Christianity' approach to teaching Christianity, with the addition of the Guidance on teaching other religions.

Understanding Christianity's aim is to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils from 4-14 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. It has identified eight core concepts at the heart of mainstream Christian belief. It sets out some knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

It uses a **teaching and learning approach** to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world.

The Concepts: a spiral curriculum



This model shows that the *Understanding Christianity* approach is not just getting pupils to learn what Christians think. Instead, it is about developing skills to help them ‘think theologically’ alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can ‘make connections’ whilst ‘making sense of the text’, for example.

Planning and organisation

The Religious Education curriculum follows a scheme of work with half-termly topics for each class which are identified on a Curriculum Map.

The Medium Term Plans give weekly guidelines to the teaching content of each area of the topic, with learning objectives, suggested differentiated activities, guided work, reflection and assessment. The guidance and syllabus suggest an approach of ‘Explore, Relate, Apply’ in which concepts are interlinked – planning identifies these opportunities within and across lessons.

These plans have been formulated in consultation with staff and Governors. Religious Education is taught in weekly lessons, but R.E. is to be found in all areas of our school life and learning: cross-curricular in all primary curriculum subjects, in worship assemblies, personal and social development and in many celebrations and festivals during the year.

Staff deliver Religious Education with the support of the R.E. and Worship Leaders. The Incumbent Reverend of each church school visits school regularly and is involved in the planning and delivery of subjects such as Baptism and Confirmation, which allows families the option to become involved with the local church if they wish.

As well as their participation in Church services, celebrations and festivals in the Church calendar, classes of children visit the Churches as part of their Religious Education topics, to study the school building and grounds, and to look at artefacts with the Incumbent and the staff.

Staff review and evaluate Religious Education topics termly with the Religious Education and Worship Leaders.

Assessment of Religious Education

Religious Education is given a high priority in our church schools.

Assessment may take any of the following forms:

- Marking written work, drawings or diagrams with positive/constructive comments/discussion between pupil and teacher;
- Listening to children's responses or to their discussions, in large and small groups;
- Individual discussion in which children are encouraged to appraise their own work and progress;
- Observing their attitudes towards others;
- Recording of children's views, opinions and understanding through the use of post-it notes or through planning formats;
- Answering Questionnaires.

Staff use the Understanding Christianity and Lichfeild Diocese Board of Education assessment tools to assess pupils knowledge and understanding in each RE unit. Religious Education big books, exercise books, photographs, displays, together with teachers' records, provide evidence of R.E. tasks/activities and pupil progress.

Reporting on children's work in Religious Education is included on the termly report. The report outlines pupil progress and development in their learning, responses and attitude towards Religious Education, and where these are reflected in other areas of school life.

Staff report Attainment Data to the School Leader Termly, along with scores for Reading, Writing and Maths. Progress is discussed with school Leaders at half termly meetings where any concerns about learning are raised and plans are made to address them.

The pupils' achievements in Religious Education are celebrated in display and performance including:

- Displays in the classroom and around school;
- Class-led worship and assemblies;
- Weekly whole school celebration worship;
- Encouragement to do their best through participation in the Worship Council and through Christian Worship in reading, singing, prayer, drama and dance, celebrating the achievement of others and themselves;
- Everyday life and work of individuals and groups.

Equal Opportunities

In accordance with the Trust's Equal Opportunity Policy, our schools aim to ensure that they 'meet the needs of all, taking account of gender, ethnicity, cultural identity, religion, language, age, ability, impairment and social circumstances'. It is our aim to give each pupil their entitlement: a high-quality well-planned and well-organised education within a broad, balanced and differentiated curriculum, which includes Religious Education, so that all pupils have the opportunity to reach towards their full potential.

Special Educational Needs and Disabilities

The staff member delivering the lesson is expected to differentiate the work, according to the needs of the children in the class, in 'learning plans' and by following Individual Education Plans where appropriate. Pupils with Special Educational Needs and Disabilities, receive additional support where needed.

Right to withdraw

Guidance provided to The Moorlands Primary Federation (TMPF) by the Diocese specifies the rights of parents when it comes to the withdrawal of children from Religious Education. See 'Guidance on Managing the Right of Withdrawal from Religious Education' - <https://www.ldbe.co.uk/right-to-withdraw-guidance/>

Role of the R.E. Leader

The Trust Religious Education Leader is Mrs. Nicola Shaw. Each school has their own R.E. Coordinator to support the Trust R.E. Leader in their role.

The role of the R.E. Leader is to:

- Consult with the Incumbent, the Trustees, the Senior Leadership Team and staff, to identify and determine the overall aims and understanding of Religious Education according to the Diocesan guidelines, and ensure these are encapsulated in the policy document;
- Review the policy documents with staff on a regular basis;
- Ensure all staff are aware of the Religious Education policy documents;
- Produce a scheme of work for Religious Education with outline guidance for each year/class group, designed to ensure cross-curricular links and creativity, progression and continuity throughout the school;
- Review and update the Religious Education scheme of work;
- Support colleagues in the development of detailed work plans and implementation of the scheme of work, and in assessment and record-keeping activities;

- Monitor progress in Religious Education and advise on any action needed to improve and develop teaching and learning, and the effective deployment of resources;
- Ensure the requirements of reporting on Religious Education and Collective Worship are met;
- In consultation with staff and Governors, carry out a process of self-evaluation and review in Religious Education, write and review Action Plans for the development of Religious Education;
- Identify resource needs, maintaining annual Religious Education budget, spending within agreed priorities on the R.E. and Action Plan and the School Development Plan;
- Maintaining annually the Religious Education resource base;
- Attend relevant meetings/courses, read appropriate literature, keep up-to-date on national and local initiatives/developments relating to Religious Education, disseminating information to colleagues;
- Liaise with Diocesan Advisers, LA, Incumbent and Trustees as appropriate on curriculum matters relating to Religious Education;
- Continue to foster close links with the Church, local community, Trust/Collaboration and Cluster schools.

Manifold C E Academy

Our Vision

At Manifold Church of England Academy, we have the interests of the whole child at the heart of all that we do. We strive to maintain an atmosphere of mutual respect that is safe and loving, where all individuals can flourish. All this is underpinned by our Christian values for life. We have three core values that we focus on each term - all linked to teachings in the Bible.

Perseverance - linked with the parable of the Lost Coin

Love - linked with the Good Samaritan

Respect - linked with Creation

Pupils explore other Christian values including: peace, forgiveness, friendship, trust, truthfulness, thankfulness, generosity, hope.

We strive for:

- high standards from everyone involved in the school;
- high status for every person as an individual and
- high expectations of every child as they strive to further develop their knowledge, skills & understanding and build on their previous successes.

Aims

We aim to serve our community by providing an inclusive education of the highest quality within the context of Christian belief, values and practice. The governors, headteacher and staff recognise their duty to raise educational standards and deliver a creative curriculum that is broadly-based, well-planned and individualised.

- We believe that every child is able to reach their maximum potential to become independent critical, reflective life-long learners.
- We provide an inspirational and stimulating teaching environment so that our children will develop lively minds that are creative, imaginative and enquiring.
- We nurture our children in a safe and secure caring community where they can develop confidence, positive attitudes and feel valued.
- We promote Christian values through our work and relationships so that children recognise their relevance throughout their lives.
- We build positive relationships between children, staff, parents and the wider community which are based on the Christian values of kindness, trust and respect.
- Our friendly village school enables children to build friendships, enjoy learning and have many happy memories.

Our school motto: 'Love Jesus, Love Others, Love Learning, Love Life' reminds everyone to keep the teachings of Jesus in our thoughts and hearts and that we will always follow his message in all that we do in school.

'I have come that they may have life and have it to the full'

John 10:10

Christ at the centre, children at the heart of all we do.

Bishop Rawle C E Primary School

Ethos of the School

At Bishop Rawle C E Primary School, we create a caring environment underpinned by strong Christian Values in which each person is valued as an individual and is encouraged to develop their full potential. We encourage people to be everything they can be.

Our school motto supports this... **'Going for Gold with God'**

Bishop Rawle C E Primary School is a family of people who care for and respect one another. Everyone is valued and encouraged to develop their gifts and talents fully. It is our belief that all children are of equal value. In the school community, all children have the right to feel safe, secure, accepted and valued.

Our Vision

'I can do all things through Christ because He gives me strength', Philippians 4:13
Our Vision is to provide a safe and caring Christian community rooted in Christ's love. We believe that happy children achieve, succeed and overcome life's challenges. We value everyone as a child of God and believe that each of us has the ability to achieve our highest potential by living and learning in the fullness of God.

Hollinsclough C E Academy

Our Vision: Developing Potential and Christian Values in a nurturing school
'I can do all things through Him who strengthens me' (Philippians 4:13)

Our School Motto: Growing and learning together with love, joy and kindness

St. Werburgh's C E Primary School

Mission Statement

The mission of St. Werburgh's C.E. Primary School is to provide all pupils with a sound education where Christian truth and values flourish and there is mutual care, consideration and respect for each member of the school, Parish and community.

Our Vision

It is said: 'Whoever does not love does not know God, for God is love.' 1 John 4:8

Our vision is to encourage a climate in which children can develop and explore their faith through a deeper understanding of Christian values. We are dedicated to ensuring that the highest quality of teaching is taking place in a Christian environment, rich with understanding and love. Our school strives to create an inspiring and well-rounded curriculum which nurtures a love of learning, a love of God and a love for one another.

Dilhorne Endowed C E Primary School



School Motto

Growing in Faith and Learning.

Mission Statement

Dilhorne Endowed C.E. Primary School is a Church of England school committed to creating an environment that is filled with encouragement, trust and friendship. We believe in developing children's confidence, individuality and understanding of others, in a secure Christian environment where the teachings of Jesus lie at the heart.

As a school we will encourage one another to work in partnership with parents/carers, Trustees, the local community and both the Church of England and Methodist Churches in our village.

Ours is a school of friendship, trust and success, where everyone has an important role to play.