



HESKIN PEMBERTON'S C.E. PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

"I can do all things through Christ who strengthens me."

Phillip 4:13

"When educating the minds of our youth, let us not forget to educate their hearts."

Dalai Lama

MISSION STATEMENT

We are a happy Christian school, where everyone is helped to do the best they can.

JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS - PERSEVERANCE - THANKFULNESS

INTRODUCTION

RE is central to the purpose of Heskin Pemberton's CE Primary school because, as a church school, we see that the Christian faith informs all aspects of our life together. This policy reflects the school's values, ethos and philosophy in relation to the teaching and learning of Religious Education at Heskin Pemberton's Primary School. In Voluntary Aided Schools the management of Religious Education is a distinctive role of the Governors and Head teacher. RE 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 in its school.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they should be managed separately.

THE NATURE OF RELIGIOUS EDUCATION

RE at Heskin Pemberton's explores how individuals and communities make meaning and sense of their lives through the major World Faiths. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at Heskin Pemberton's CE Primary School.

AIMS

At Heskin Pemberton's, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion and Learning from Religion.

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 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.

In addition to that, at Heskin Pemberton's we aim to promote an enjoyment in undertaking Religious Education in all children that will be continued into adulthood. Pupils are encouraged 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.;

INCLUSION

At Heskin Pemberton's we recognise our responsibility to provide a broad and balanced curriculum for all our pupils, as identified in the Inclusion Statement in the National Curriculum. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

WITHDRAWAL FROM RELIGIOUS EDUCATION

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Heskin Pemberton's CE Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT

Spiritual development within RE at Heskin Pemberton's 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.

PLANNING & TEACHING Religious Education

Religious Education at Heskin Pemberton's lies at the very heart of the curriculum. The Governors adopt the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS. Every class will have a 1 hour RE session every week. Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available and appropriate teaching about other faiths and world views completes the rest of the total time.

ASSESSMENT, RECORD KEEPING & REPORTING

At Heskin Pemberton's, Assessment is continuous. Members of staff will make informal judgements throughout every lesson and formal assessment and annotations will be made using our school assessment record sheets at the end of every theme. AT the end of the year teachers will formally record whether children have met year group expectations. Information gleaned from formal and informal assessment will be used to inform future planning and teaching strategies. Parents are welcome to discuss the progress of their child at anytime with the Class Teacher. Formal notification of Effort and Attainment in Religious Education will be graded and reported to parents in Annual Reports.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the Religious Education subject leader and the SLT. The work of the subject leader also involves supporting colleagues in the teaching of Religious Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Religious Education subject leader gives the Head teacher an annual audit in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The Religious Education subject leader has specially-allocated time in order to review evidence of the children's work and undertake lesson observations of Religious Education teaching across the school.

COMPUTING

The pupils at Heskin Pemberton's will be provided with opportunities to use their ICT skills, knowledge and understanding in order to support their work in Religious Education.

"The highest result of Education is tolerance."

Helen Keller

REVIEW

The Policy will next be reviewed in SEPTEMBER, 2021.

Ruth Hughes
September, 2019