



# Calder Vale St. John's CE Primary School Scorton CE Primary School Policy for Religious Education



**Policy Agreed by Staff: October 2014**  
**Policy Agreed by Governors: November 2014**  
**Review Date: September 2018**  
**RE Coordinator: Helen Hesketh**  
**Governor: Revd Anton Muller Calder Vale and Scorton**

## **Calder Vale's Mission Statement:**

*Grow, Achieve, Explore*

We aim to enable all members of our school community to fulfil their potential within a caring Christian ethos.

Therefore, as a school, our objectives are to:

- **Educate our children intellectually, socially, spiritually, emotionally, physically and aesthetically, and so develop the full potential of each child.**
- Stimulate pupils to develop lively, enquiring minds and promote active learning in all areas of the curriculum.
- Provide every opportunity for the children to develop the knowledge, skills, attitudes and values needed to enable them to enjoy living in a changing world.
- Be distinguished by the quality of care that we extend to all who are part of our greater school community.
- Encourage the children to have respect and consideration for others and so relate positively to other people.
- Reflect a commitment to the Christian faith in the family life of the school, and in the welcome to children, parents and members of the community.
- Welcome all children from the neighbourhood, whatever their parents' beliefs.
- Ensure that prayer and worship are central to the life of the school.
- Attach high priority to strong links between school, home and the United Parish

## **Scorton's Mission Statement:**

*"A Small School with a Big Outlook"*

Jesus said: "Love one another as I have loved you" and this is our guiding principle. We care about each other, our work, ourselves and our community. Our school provides a safe, welcoming environment where children, parents and staff are respected and valued.

Our aims are to:

- Educate our children intellectually, socially, spiritually, emotionally, physically and aesthetically, and so develop the full potential of each child.
- Foster self esteem and a sense of responsibility and respect to others and the world around.
- Stimulate pupils to develop lively, enquiring minds and promote active learning in all areas of the curriculum.
- Provide every opportunity for the children to develop the knowledge, skills, attitudes and values needed to enable them to enjoy living in a changing world.
- Be distinguished by the quality of care that we extend to all who are part of our greater school community.



# Calder Vale St. John's CE Primary School Scorton CE Primary School



- Reflect a commitment to the Christian faith in the family life of the school, and in the welcome to children, parents and members of the community.
- To foster strong links between school, home and the United Parish.
- Encourage creativity and celebrate achievement in all aspects of school and home life.

## Values principles

Both schools have worked together to develop a set of values upon which all that we do is based. Our school values are celebrated and continually developed in all members of the school community. In our school these values are:

courage, creativity, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, truthfulness, humility.

### **1.0 Purpose of Document**

This policy reflects the school values and philosophy as outlined in the Mission Statement in relation to the teaching and learning of Religious Education. It sets out a framework within which teachers and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work which set out in detail what pupils in different Key Stages will be taught.

## **2.0 Audience**

This document is intended for:

All staff with classroom responsibility  
Governors  
Parents  
Diocesan Advisers  
Section 23 Inspectors

Additionally, it will be made available, for reference, to LEA advisers/inspectors and Section 10 Inspectors.

## **3.0 Fundamentals**

- a) Calder Vale St. John's and Scorton are Church of England Voluntary Aided Primary Schools. The Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in their Trust Deeds.
- b) R.E. plays a major part in promoting the Christian aims, values and ethos of our school as expressed in our Mission Statements.
- c) Religious Education follows the syllabus recommended by the Blackburn Diocesan Board of Education.
- d) The amount of teaching time devoted to R.E. is about 5%. This does not include the time devoted to Collective Worship. However we aim to reflect our Christian values throughout the curriculum, encouraging the asking of bigger questions – What if... Why.... I wonder....
- e) The teaching of Christianity predominates, but children also receive an introduction to the Jewish, Hindu, Buddhist and Muslim faiths in both Key Stages.
- f) Religious Education and Collective Worship are closely interconnected. Some themes in Collective Worship reflect the work done in classrooms in R.E.
- g) The school has close links with its parish churches, St. John the Evangelist, Calder Vale; St. Peter's, Scorton, All Saint's , Barnacre. When appropriate, visits are made to learn at firsthand about the worship and work of the Church. Visitors to the school, especially the vicar of the United Parish, also contribute their specialist knowledge.
- h) When it is appropriate each school will also make visits to other local churches (Methodist chapel, Catholic Church and Mission Room) to Blackburn Cathedral and to places of worship for other faiths.

## **4.0 Responsibility for the Policy**

The Governing Bodies of Scorton and Calder Vale agreed this policy in November 2014. It will be reviewed every four years.

## **5.0 Responsibility for Implementation of Policy**

The Headteacher, **Helen Hesketh**, is responsible for implementation of the policy, and will make suitable arrangements for the planning, teaching, assessing and monitoring of R.E. The Governor responsible for RE is Rev David Brown.

## **6.0 Statement of Broad Aims**

- a) Within the context of a Church School, Religious Education supports children in developing their own beliefs, values and attitudes through an exploration of the place and significance of Christianity and other religions in the contemporary world, with an emphasis on Anglican beliefs and practices.
- b) Religious Education helps children to explore significant events and experiences in their own lives, and to seek for meaning, purpose and value in them.
- c) Religious Education fosters the spiritual, moral, cultural and social development of children and encourages them to gain insights into the Christian faith and an understanding of, and respect for, religious believers.
- d) Religious Education enables children to develop links with the local churches and thereby to encounter religious faith as an important aspect of the lives of many people in the community.

- e) Also Religious Education in our schools aims to:
- ◆ explore the natural world as a vehicle for God's revelation of himself
  - ◆ explore questions of meaning, including origins, death, evil and suffering
  - ◆ explore the nature of religious language and symbolism
  - ◆ introduce pupils to other world faiths
  - ◆ valuing pupils' own faith (which may be other than Christian)
  - ◆ contributing towards pupils' experience of Christianity as a living faith

## **7.0 Content and Approaches**

Each class contains children of mixed ages and abilities. The syllabus will be organised on a rolling programme. Religious Educations will be taught in a variety of ways including through themes or as separate discrete units. Children will not be prevented from gaining access to the knowledge and concepts in R.E. by virtue of limitations in their learning abilities. When designing tasks teachers will therefore consider how the children in their classes can best gain access to the material being studied, in relation to their ages and aptitudes. It can be a positive advantage for younger or less able children to experience working with older or more able pupils.

Children with Special Educational Needs work at a level appropriate to their abilities within the lesson plans, and their needs are taken into consideration at the planning stage by the class teacher.

A variety of approaches is used in this multi-faceted subject: listening, discussion, reading, writing, drawing, modelling, drama, movement, music, visiting, receiving visitors, being still and thinking all have their place.

## **8.0 Assessment, Recording and Reporting**

Assessment incorporates observation of the processes involved, examination of the finished product and discussion with pupils. It is not the intention in R.E. to assess the pupils' beliefs or lack of them. It is, however, appropriate to judge the extent to which their understanding of religion is based upon accurate knowledge and developed skills. Assessment will also seek to identify their capacity for expressing opinions clearly and thoughtfully, for appreciating the opinions of others and for discussing differing points of view in a suitable manner.

Assessment takes place at the end of each topic

An overall comment on children's progress in R.E. will be included in the annual written report.

## **9.0 Equal Opportunities**

It is intended that R.E. should be accessible to all pupils. The religious backgrounds of the pupils will be taken into account, so that every child's faith community is acknowledged and respected. The teaching and learning approaches will be planned so that they enable all children to make the maximum progress in the subject.

## **10.0 Management**

Helen Hesketh is the R.E. Co-ordinator with responsibility for co-ordinating the day-to-day teaching of the subject. Each class teacher will be responsible for teaching R.E. in the two classes. The content covers the syllabus drawn up by the Blackburn Diocesan Board of Education and is taught across a two year cycle in the Key Stage 1 class, and a four year cycle in the Key Stage 2 class.

## **11.0 Evaluation**

Evaluation is carried out to enhance teaching and learning. It is the responsibility of all teaching staff, and will include monitoring the R.E. provision to ensure the spiritual, moral, social and cultural development of the pupils, as well as their knowledge and understanding of Christianity and the other matters covered in the syllabus.

Evaluation will include content, children's development, teaching styles and methods, organisation and resources, and links between the school and the Parish. Methods used in evaluation will include ongoing assessment of pupils' progress, review of syllabus coverage, analysis of teachers' planning, consideration of continuity and progression throughout the school.

## **14.0 Resources**

These are held within each school. They are regularly reviewed and the subject leader ensures there is an appropriate and sufficient range of resources available.

## **Appendix A**

### **Legal Requirements for Religious Education**

#### **A Legal Requirements**

Religious Education in Church Schools is governed by the 1996 and 1998 Education Act as well as by the Trust Deeds of the schools.

The legislation requires Religious Education to be provided for all pupils.  
(1996 Education Act, Section 352) The type of Religious Education provided must be in accordance with the Trust Deed.

#### **B Parental rights of withdrawal in a Voluntary Aided school**

Parents may withdraw their children from Religious Education. This provision and its limitations must be indicated in the school Prospectus.

#### **C 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 a Committee of the Governing Body possibly with advice from the Diocese or District. However, 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, (or in the case of the Methodist Church, the complaint would be referred to the Superintendent Minister and then the Connexional Authorities.)

