

Every Child of God Matters



St. Peter's C of E Primary School

Our vision '**Every child of God Matters. All in their unique difference are able to flourish**' is about celebrating the uniqueness of every individual. Children at St Peter's understand that **God is Love and whoever lives in love, lives in God and God in them** - 1 John 4:16, serving others through good deeds and transforming society with love. We want children who leave St Peter's to be passionate about serving God and transforming communities through acts of love.

St Peter's C of E Primary Religious Education Policy

Religious Education at St Peter's C of E Primary School is of the highest standard and we are always striving for excellence, our syllabus reflects our distinctive Christian character and Religious Education lies at the very heart of our curriculum.

Our mission statement states 'Every Child of God Matters'. In St Peter's C of E Primary School staff and pupils originate from many cultures and faith groups. As a school we aim to celebrate this diversity, whilst upholding our strong Christian identity within our status as a Voluntary Aided Church of England school. We offer a welcoming and inclusive environment for all our pupils including new arrivals where English is not their first language.

At St Peter's pupils 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. We 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 studied. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Religious Education at St Peter's C of E Primary School lies at the very heart of the curriculum:

- The Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and meets the RE Statement of Entitlement from the Church of England Education Office 2016;
- At least 5% of curriculum time is devoted to RE;
- Christianity plays a central role in RE, in at least two thirds of the curriculum Christianity is taught;
- The management of Religious Education is a distinctive role of the Governors and Head teacher.
- RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England.
- Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.
- RE is taught in line with our mission statement.

Parents are informed in the school prospectus that they have the right to withdraw their children from religious education. Parents who choose to withdraw their children are required to state this in writing annually to the Head Teacher.

The aims of Religious Education at St Peter's Church of England School are:

- 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.

Teaching and Learning

By the end of Key Stage Two at St Peter's pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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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 at St Peter's helps 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.
- 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 at St Peter's enables:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;

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- 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 Religious Education Curriculum at St Peter's C of E Primary School includes:

- opportunities to explore the experience of the Church's year;
- study of the story of the local Christian community with its saints and martyrs;
- visits to places of worship, especially the local parish Church and a Cathedral, to develop the understanding of the Church as a living community;
- welcoming visitors 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;
- skills to confidently use religious language to express knowledge and opinions;
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts;
- the facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions;
- 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;

The Scheme of Work

At St Peter's we use the revised 'Questful RE' the Blackburn Diocesan Board of Education RE syllabus in conjunction with the Understanding Christianity resource. RE is taught in half termly units in a combination of religion based and thematic topics. Cross curricular links are strongly encouraged and opportunities for developing key literacy and numeracy skills are planned in.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the

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children develop their sensitivity to relevant issues such as refugees, religious fasting and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with our church and other religious communities. The children visit the church for services at least once a term.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible links are made between Religious Education and other curriculum areas, in particular we are developing the links with literacy and numeracy.

Spiritual, Moral, Social and cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons and our collective worship programme children are invited to reflect upon their personal responses to issues, consider other people's responses and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by the faith groups to questions of meaning, purpose and problems within our society and their own experience.

Religious Education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Spiritual development within RE 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.

Recording, Marking, Assessment and Reporting

The assessment and expectations of RE in this syllabus are based on the a 'Ladder of Expectation and Achievement'. The ladder uses symbols to indicate expected level of achievement. The ladder is intended primarily to contribute to

planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils' achievement.

At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ✦ level (rung 4 of the ladder). Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement.

Pupil's work is marked in accordance with our feedback and marking policy. Work is assessed using the assessment laid out in the agreed syllabus which enables staff and children to have a very clear idea of the level of achievement of each child. This is then reported verbally at autumn and spring term parents' meetings and in a final report in the summer term.

Collecting Evidence of the Standards and Achievements in RE

At St Peter's we use a recording sheet at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic, and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess.

The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

Management

The teaching, assessing and resourcing of Religious Education is monitored by the RE Subject Leader in close collaboration with the leadership team.

The RE Subject Leader attends regular training and professional development and organises INSET and training for other members of staff when necessary.

The RE Subject Leader carries out a RE book/work scrutiny across the school regularly. The RE Subject Leader with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE.

The content of this document will include: -

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- Children's work briefly annotated and levelled from across the school;
- Photographs recording displays, artwork, visits and visitors;
- Teachers' plans showing evidence of quality, creative and challenging RE;
- Records of the RE Subject Leader's scrutiny of work and lesson observations;
- Plans and work from special RE days or theme weeks.

Resources are bought with the annually allocated RE budget and stored in a central place for use by all staff. The storing of the school's RE resources is organised by the subject leader.

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