



RE Policy

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Signed:



Chair of Governors

Signed:



Headteacher

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Name of reviewer: Caroline Gardner & Kimberley Kelsall

School Mission Statement

At St. Giles' we welcome all children from the neighbourhood, and seek to develop strong links between school, home and church.

Christian values underpin our ethos and teaching.

We promote mutual respect between all members of the school community.

Every child here is regarded as a unique individual.

We are committed to creating a stimulating, happy learning environment by:

- ✚ Providing quality learning opportunities for each and every child;
- ✚ Celebrating achievement;
- ✚ Fostering understanding, co-operation and tolerance;
- ✚ Presenting the distinctiveness of Christianity through the knowledge and love of Jesus Christ;
- ✚ Recognising that each individual is unique and a person of worth;
- ✚ Promoting a respect for the culture and religious principles of others;
- ✚ Encouraging the partnership of the home, the school, the church and the wider community.

Key Christian values which underpin our statement are love, patience, gentleness, humility, peace, respect, kindness, joy, hope, forgiveness, self-control and compassion.

Religious Education at St. Giles' CE Primary School

As a Voluntary Controlled School, we are required by law (unless parents request otherwise) to provide RE in accordance with Shropshire Councils Agreed Syllabus. However, RE in a Voluntary Controlled School should still have a distinctive approach. In order to achieve this, Lichfield Diocese RE Syllabus is also implemented, helping to create a scheme of work for the whole school.

RE and Collective Worship naturally compliment and enrich one another, providing an environment where pupils and staff can learn about and learn from the distinctive Christian character of the school, the church and wider Christian community.

RE should equip pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for other faiths is fostered in RE within a church school. This respect must be based on an accurate and sympathetic understanding of other faiths, which is consistent with the school's loyalty to its Christian foundation.

Therefore, RE at St. Giles' CE Primary School should also help pupils to:

- ✚ Learn about other faiths, their beliefs, traditions and practices and to learn 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;
- ✚ Recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

In order to achieve this, at least 1 hour a week of curriculum time is devoted to the teaching of RE for all EYFS to Year 6 pupils.. Christianity is central to teaching and learning in RE. Teachers are increasingly using the Understanding Christianity: Text Impact Connections tool in the delivery of RE lessons, making concrete links with SMSC. As our distinctive Christian character is central to life in school, teachers use their professional judgement to block lessons where necessary in order to achieve deeper learning.

Other faiths studied at St. Giles' CE Primary School

In order to make explicit links to other faiths, Judaism, Hinduism and Islam are taught alongside the teaching of Christianity where appropriate.

Attainment Targets in RE

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 transforming power of Jesus Christ;
- ✚ Developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm;
- ✚ Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement;

- ✎ Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

The role of RE in developing and nurturing Christian values

Pupils at St. Giles' CE Primary will be given the opportunity to:

- ✎ Think theologically and explore the great questions of life and death, meaning and purpose;
- ✎ Reflect on the truth claims of Christian belief;
- ✎ See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a modern and multi faith society;
- ✎ Recognise that faith is not based on a positive balance of probabilities, but on commitment to God and the world;
- ✎ Respond in terms of beliefs, commitment and ways of living;
- ✎ 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 them in difficult circumstances and in the face of opposition.

The Distinctive Christian content of RE in a Church School

Teaching and learning will provide opportunities to:

- ✎ Explore the experience of the Church's year;
- ✎ Visit places of worship, especially St. Giles' Church, to develop the understanding of the church as a living community;
- ✎ Liaison with members of St. Giles' Church to enable visits and visitors, sharing the experience of Christian belief and life;
- ✎ Support for the pupils' confident use of religious language;
- ✎ Explore and experience the Bible in a language that can be understood, as well as 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;
- ✎ Access to a sacred space that can be used as a focus for prayer and silent reflection, both within the classrooms and the wider school;
- ✎ Encourage mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- ✎ Make good progress in their knowledge and understanding of Christianity;
- ✎ Talk openly about their beliefs and values in lessons.

Spiritual, Moral, Social and Cultural Development

As outlined by the DfE.

Spiritual development involves the growth of pupils' sense of self, their unique potential, understanding of their strengths and weaknesses and their will to achieve. RE enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

Moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Within a church school, this is based on the teachings of Jesus Christ, which offers pupils a secure foundation on which to make decisions and build their lives.

Social development involves pupils acquiring an understanding of the responsibilities and right of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. As a church school, 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 involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Within a church school, this 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.

Equal Opportunities

RE provides opportunities for all children to achieve their full potential, regardless of academic ability, faith or gender. Well - differentiated lessons, quality resources, adult support and use of the Understanding Christianity toolkit, enable all pupils to move forward in their RE experiences. As outlined in our Equal Opportunities policy and mission statement, each pupil is recognised as a unique individual.

Monitoring and Assessment

As RE is a core subject and integral to the life spiritual, moral, social and cultural development of all pupils: learning about religions and learning from religions are equal in their importance. Continued CPD for teaching staff will enable teachers to plan and assess effective and well - differentiated learning opportunities.

The RE leader is developing an action plan that will outline priorities in teaching, learning and assessment within RE. This will be shared with SLT, governors and teachers.

Parental Rights of Withdrawal from RE Lessons

Parents may withdraw their children from RE. 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 RE or worship are objected to.