



***Northumberland
County Council***



***Religious Education
Policy***

Tritlington C of E Aided First School

Ethos

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others

Aims of the School

- ❖ To promote the development of basic skills within a broad and balanced curriculum.
- ❖ To foster the growth and potential of the whole child within a positive Christian ethos where all children irrespective of gender, race, creed, social background and ability can develop to be the best people they can be.
- ❖ To ensure children are equipped with the knowledge, skills and understanding that will enable them to take their place in the world.

Tritlington C of E Aided First School

Religious Education Policy

Rationale

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

In Voluntary Aided Schools the management of Religious Education is a distinctive role of the Governors and Headteacher. 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 are managed separately.

Religious Education in a Church School lies at the very heart of the curriculum and at Tritlington C of E VA First School

- Governors agreed to adopt the Dioceses of Durham and Newcastle Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS
- at least 5% of curriculum time is devoted to RE
- Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available
- appropriate teaching about other faiths and world views is included.

It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1) and Learning from Religion (Attainment Target 2).

This can be expressed distinctively as:

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.

Aims of Religious Education in our Church School

Children and the school community should:

- 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.

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

Therefore RE in our school aims also to help 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.

Opportunities within the Content of RE taught in Tritlington C of E VA First School

- 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

Religious Education in our school enables:

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

Pupils' Spiritual, Moral Social and Cultural development.

RE makes a significant contribution to this area of children's learning.

Spiritual development within RE in our school 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.

SEN provision

RE teaching takes into account the learning styles, interests and abilities of all our pupils. Tasks are suitably differentiated and open ended to enable all children to participate and succeed. Children are encouraged to use a variety of methods to record their work, for example photographs, post it notes of conversations and so on.

Resources

We use our Teacher library, local RE resources centre and buy recommend materials that we may need following attendance at training and conferences. Our budget, although small is well utilised.

Assessment and record keeping

This is in line with the recommendations / guidelines of our RE syllabus and includes keeping scrapbooks, notes and using these to inform our judgements as to where children are on the scale recommended within the guidelines.

Parental Rights of Withdrawal in a Voluntary Aided School.

Parents may request the Governing Body to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the Agreed Syllabus. The Governing Body **should** make provision unless the circumstances make it unreasonable to do so.

Should the Governing Body be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Parents may withdraw their children from Religious Education as they may in any school and this opportunity however the Worship and Religious Education provided by the school is in accordance with the Church of England Foundation.

This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to and we will discuss this fully.

Reviewed: October 2014