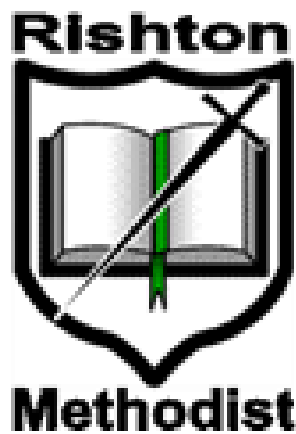


Rishton Methodist Primary School

RE Policy 2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it' (Ezra 10:4).

Agreed by Governing Board on March 2025

Policy will be reviewed by Mr. Sean Steele

Created by Lucy Grisedale (Subject leader)

POLICY PRINCIPLES

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

The aims of Religious Education in Rishton Methodist Primary School are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Religious Education in Church Schools should enable:

- 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 all 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.

Parental Rights of Withdrawal

The Worship and Religious Education provided by Rishton Methodist School is in accordance with the Church of England and Methodist Church 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 or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) will not insulate them from the religious life of the school.

If such a request for withdrawal is made, the Head teacher 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.

Curriculum Design and Delivery

Our school has adopted the Blackburn Diocese Questful RE scheme of work and also includes the RE Today Methodism scheme for some year groups. At Rishton Methodist, the teaching of Religious Education demonstrates innovative and imaginative practice that reflects the school's Christian vision. High quality teaching and learning in Religious Education promotes spiritual development in all pupils.

At the end of Key Stage 1, pupils should be able to:

- Retell religious stories;
- Use religious words to identify features of religious life and practice, suggesting meanings for actions and symbols;
- Identify different ways in which religion is expressed, noticing similarities in religion;
- Begin to ask good questions about their own and others' experiences;
- Recognise their own values and the values of others.

At the end of Key Stage 2, pupils should be able to:

- Recognise similarities and differences within and between religions and make links between them;
- Describe the impact of religion on people's lives;
- Use religious vocabulary to describe and show understanding of religious texts, actions and beliefs;
- Ask and suggest answers to quality questions about values, meaning, commitments, truth and belonging;
- Begin to apply their own ideas to the experiences of others and describe what inspires and influences them.

Religious Education is taught every half term in each year group with at least 5% of curriculum time devoted to RE. The Blackburn Diocese scheme ensures that Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available.

Our lessons are made up of three parts; Reflective Journal, new learning and knowledge and then after learning. To begin the lessons, all pupils are provided with an opportunity to answer a 'Big Question' and discuss their own beliefs and values, while respectfully listening to others' too. At the end of the lesson, pupils are provided with a retrieval practice question to check their knowledge of their current learning.

To enhance pupil's learning in RE, teachers should endeavor to carry out visits at local centres, places of worship or sacred spaces. Schools value the opportunity of bringing learning to life by giving pupils chances to meet and talk with people from the

tradition they are studying, ask questions, experience an unfamiliar religious and cultural environment, and meet individuals who can respond to their thoughts and ideas. These visits contribute to pupils' spiritual development as well as giving many opportunities for exciting cross-curricular learning.

Assessment

Religious Education is assessed formatively, using observations of work and pupil discussions. Additionally, formative assessment is carried out on a weekly basis during R.E. lessons. This assessment informs the weekly planning and delivery of R.E. carried out by class teachers and support staff. Alongside this RE is also assessed on a termly basis against our Sonar summative assessment trackers. Assessing the children at being Below, At or Above Age Related Expectations for Religious Education. Following the completion of each unit taught in Religious Education, the children complete a self-assessment grid to allow them to reflect on their learning.

Monitoring and Reporting

All data is checked and consolidated by the Religious Education Subject Leader and is used to identify trends and areas for development across the school. In addition to this, the Subject Leader undertakes lesson observations, pupil conversations and learning walks. The Subject Leader supports colleagues in the teaching of Religious Education by providing them with current developments in the subject, sharing the subject's action plans and aims and modelling exemplary practice.

Additionally, the RE subject leader will provide regular reports to the local governing body on standards, attainment, and progress in RE. Teachers will also formally provide feedback to parents annually on their child's attainment and progress in RE.