



**BRETHERTON ENDOWED CE PRIMARY SCHOOL
Religious Education**

“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”

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Date for review: 2 years time

Created By: Alison Moxham

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Aims and Objectives

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

The legal basis for Religious Education Religious Education is unique in the School curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’. Bretherton Endowed is a Church of England Voluntary Aided school therefore the provision of RE must be in accordance with the Trust Deed of the school. The Governors in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Agreed Syllabus from the Diocese.

At Bretherton Endowed CE Primary School we:

- Respect other people and God’s world (RESPECT)
- Never give up, even when things are hard and face our fears (COURAGE)
- Are proud of who we are and celebrate differences (HUMILITY)
- Think that telling the truth is the right thing to do (TRUTHFULNESS)
- Work hard so that we can be the best we can be (HOPE)
- Are true friends (FRIENDSHIP)
- Show kindness towards others (COMPASSION)
- Give thanks for all we receive (THANKFULNESS)

Our core Christian values empower the school community with language, knowledge and understanding of values which underpin pupil’s achievement, pupil development, wellbeing and our entire decision making.

The Christian faith and life and work of Jesus Christ are integral to all relationships between pupils, parents and colleagues and are woven into all aspects of school life. Taking time to reflect on day to day experiences, to develop individuals spiritual and moral awareness, to create a deeper understanding of Christian faith and its relevance and effect across all curricular teaching and learning is our mission.

Religious Education lies at the very heart of our curriculum. We strive for excellence in Religious education at Bretherton Endowed the teaching reflects our school’s distinctive Christian character. Children will learn to understand the Biblical roots of values; develop spiritually through exploring

challenging issues; understand and respect difference and to see relationships within a Christian context.

RE engages children with: stories and celebrations, neighbours and communities, homes and families, Values, Choices, Beliefs, Relationships and Belonging.

To equip children to encounter life's experiences.

“No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit,” (Saxbee 2013)

At Bretherton, we believe that high quality Religious Education (RE) is the key to enabling every child to flourish.

We use Blackburn Diocese syllabus who are committed to producing quality resources that will provide Bretherton teachers with the knowledge and skills they need to ensure that the children experience the best RE curriculum.

The RE syllabus we use is a revision of ‘Questful RE’ the Blackburn Diocesan Board of Education RE syllabus 2017. Building on the foundation of the 2007, 2013 and 2017 syllabuses. The syllabus we use was released September 2022 the content, brings it in line with current best practice and pedagogical strategies.

By embracing the explicit teaching of Christian concepts and God's big salvation story, the content of this syllabus will give pupils a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss worldviews where appropriate.

It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and worldviews pupils will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these: –

Who am I and what does it mean to be me?

In what ways do/can I relate to others?

How/where, can I encounter God?

How can I make a positive contribution to the world in which I live?

What values, attitudes, beliefs and behaviour are important to me?

What does it mean to have faith?

Who/what, influences and inspires me?

Through an open investigative enquiry approach, the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each

unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

The curriculum content is a balance of the three essential disciplines of quality RE, Theology, Philosophy and Social Science. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this, pupils will explore questions and answers raised in relation to the lived reality and impact of religion and worldviews on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about religious beliefs and practices.

The contribution of Religious Education to the school vision and values

In all that we do, we seek to pursue our deeply Christian vision: to equip children with the vision, passion and skills needed to transform society. Our mission statement of 'Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.' – is all about living through Christ. By living our life walking in the footsteps of Jesus, our children, staff, parents and extended school community learn, grow and flourish knowing that we are special and unique with skills and talents which are gifts from God. As we flourish, we influence and inspire our society and promote peace, joy and compassion that you receive through God's love. Our school values RESPECT; COURAGE; HUMILITY; TRUTHFULNESS; HOPE; FRIENDSHIP; COMPASSION; THANKFULNESS are woven within all parts of our curriculum.

We know that, if we are to be successful in the pursuit of our ambitious vision, we need to provide a values-based education. Effective Religious Education (RE) is one of the most important factors in achieving our school vision. RE is rich, varied and inspiring, with the teaching of Christianity and the person of Jesus Christ at the heart. We are an inclusive community, placing high value on the need to learn about other religions and world views as well as the need to foster respect for all.

It is important to note that although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately, and we have a collective worship policy that outlines children's entitlement to worship.

Teaching of RE

The aim of Religious Education (RE) at Bretherton Endowed is to enable all children to develop an understanding of, and respect for, world religions, faiths and worldviews. This enables them to develop religious literacy – the ability to participate in balanced, well-informed and respectful conversations about religion and belief. As a Church of England school with a deeply Christian vision, our RE curriculum enables our pupils to develop an in-depth, mature understanding of Christianity and its relevance to their own lives.

The aims of Religious Education in Church Schools are:

Bretherton Endowed CE Primary School – Policy Document

- 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.

This can be expressed in more detail and distinctively as:

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 in Church Schools should also help pupils to: • learn about all 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.

Religious Education in Church Schools should help pupils to: • 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;

Bretherton Endowed CE Primary School – Policy Document

- 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 all 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 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.

By the end of Year 6, our pupils will:

- 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 all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. 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.
- Know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Have developed their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

The Church of England Statement of Entitlement states that at least 5% of curriculum time should be devoted to RE (with the goal being 10%). We aim to commit 10% of our curriculum time to RE (see 'Extending Religious Education' below).

Personal development and well-being

Religious Education plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. This will contribute to the mental health and well-being of all of our pupils. Respect for all and celebrating difference. Religious Education makes an important contribution to our school's duty to promote respect for all and to celebrate difference. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge all acts of discrimination or harassment (including racism and HBT bullying).

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

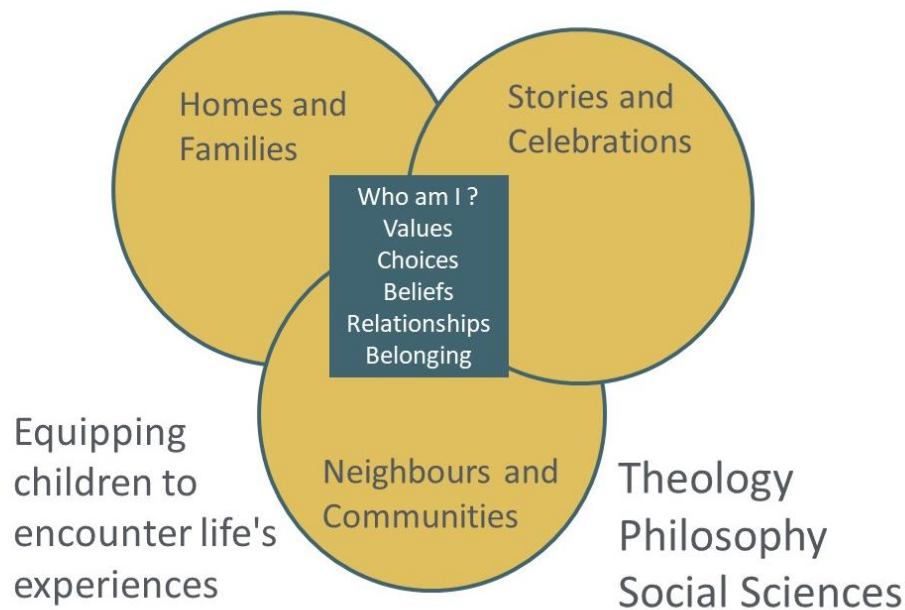
The community within which our school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance, recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive ethos that champions democratic values and human rights.

Our Religious Education curriculum

Our strong RE curriculum is highly influential in the spiritual, moral, cultural, social and emotional development of pupils, making a significant contribution in preparing pupils for the opportunities, responsibilities and experiences of later life. It strengthens our understanding of Christian values, empowering pupils make positive choices. Teaching our core syllabus 'Questful RE' (developed by Blackburn Diocesan Board of Education), we aim to equip our children with the skills and knowledge to hold their own, informed conversations about faith and religion.



Through this syllabus, we ensure the opportunity to develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection, thus deepening children's understanding of the impact of religion on the world and enabling them to express personal views with consideration and confidence. We supplement Questful RE with Understanding Christianity, a resource developed by the Church of England.

The key purpose of the Understanding Christianity project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Units in Questful RE are paired with units from Understanding Christianity (see curriculum overviews below) to ensure our children receive a deep, rich RE education.

All classes have an RE lesson weekly which constitutes an hour of curriculum time. Wider opportunities for RE beyond the classroom include visits to church at least three times a year, visitors to school, themed days and visits to places of religious interest. In order to make Religious Education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. 80% of RE curriculum time is dedicated to learning about Christianity and a minimum of 20% to other faiths, as recommended by the Diocese of Blackburn.

Learning about non-Christian faiths Christianity is central to the teaching of RE, taking up 80% of the available time. Appropriate teaching about other faiths and worldviews constructs the other 20%. We believe it essential that children develop an understanding of, and respect for, world religions, faiths, and worldviews, enabling them to develop a deeper understanding of the world and its people.

Many units in Questful RE begin with an exploration of an aspect of Christianity before moving on to look at similar aspect of a different faith. As an example, when children in Year 1 learn about the Christian festival of Harvest, they also explore the Jewish festival of Sukkot. In the Year 1 unit 'Why is Baptism special?', children will also learn about special ways in which families of no faith

might welcome a baby into the world. In the Year 5 unit 'Loss, death and Christian hope', we explore how humanists cope with loss and death. This ensures our pupils grow up to respect a range of worldviews and perspectives.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Inclusive RE recognises all pupils' entitlements to learning that respects diversity, enables participation, removes barriers and anticipates and considers a variety of educational needs and preferences. RE offers all learners a space in which they are included, valued and respected.

The Five areas of Engagement



Meeting every learner's need:

Differentiation within RE involves meeting the individual needs of pupils in ways that are relevant to their life experiences. Successful differentiation is dependent on planning, teaching and learning methods and assessment. This requires:

- an understanding by teachers of the ways in which pupils learn;
- providing imaginative learning experiences which arouse and sustain pupils' interest;
- supporting the learning which takes place in RE by what is taught in other curriculum areas.
- matching work to pupils' previous experience;
- an understanding of factors which may hinder or prevent pupils learning;
- careful analysis of the knowledge and skills which comprise a particular learning task;
- structured teaching and learning which will help pupils to achieve and to demonstrate their learning outcomes;

Differentiation strives to help all pupils to learn together through providing a variety of tasks at any one time. Pupils can also be given some choice over what and how they learn so their learning reflects their interests and needs.

The ethos of a school and the work of individual teachers is very influential in RE. A positive ethos facilitates differentiated teaching through excellence in relationships based on mutual

respect. Two factors make an important contribution:

- attitudes to learning - a philosophy which encourages purposeful learning and celebrates effort alongside success, as well as helping pupils take responsibility for their own engagement in tasks;
- a safe, stimulating environment which recognises individual needs of pupils, sets appropriate challenges and builds on a positive, praising classroom culture

Our Religious Education offer starts in the Early Years and feeds into the National Curriculum. We have designed our curriculum on a 2 year cycle which aims to delve deeper into childrens understanding and engage them further. We make explicit reference to key vocabulary and each topic includes key concepts. We stretch our children's thinking through the use of executive function skills, communication, organisation, thinking skills and questioning to name a few.

We encourage visits and visitors linked to RE and hold a World Faith week every 2 years where we invite faith leaders from many of the world faiths to share their beliefs and culture with our children through different threads.

We use a variety of teaching styles and activities in order to teach children and often the activities cross over into other subjects, such as art, reading, history etc.

Oracy is hugely important and being able to plan questions, seek answers and articulate their views is a huge part of what is on offer.

Impact

We measure the impact of our curriculum through the following methods: (can be bullet points)

Eg

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Marking of written work in books.
- Using dialogue learning tasks to assess children's understanding.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil book study).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Formal reporting of standards at the end of each Key Stage.
- Annual reporting of standards across the curriculum to parents.
- Subject tracker

The impact is in the knowledge and engagement of our children within the Christian life of school, thei families and community.

Religious education in the Early Years

In Reception, we follow the Blackburn Diocesan Board of Education Chatterbox units. These begin with the children opening a 'chatterbox' filled with objects and artefacts that prompt discussion, or 'chatter'. At the start of the unit, the children will open the chatterbox together and discover what is inside. They take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities. The children's ideas, comments, questions, work, pictures,

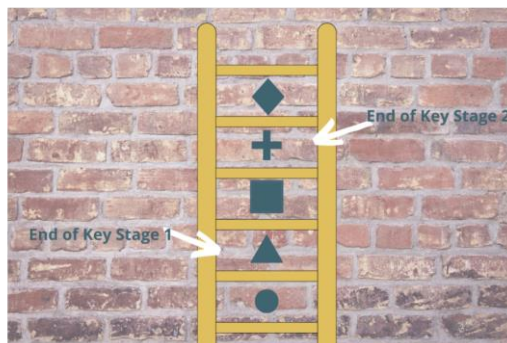
writing and photos are recorded by the teacher. Throughout the unit, learning activities are recorded in the class RE floor book. Everyone contributes either directly onto the pages or by sticking in paper, objects, photos or post-its. This book is the record of the RE that has taken place and, alongside observation, forms the basis of assessment in the Early Years.

Link to SMSC and British Values – see appendix 1,2

Assessment of Religious Education

Pupil achievement in RE should equal or be better than comparable subjects. At the end of their time with us, the expectation is that all pupils are religiously literate and, as a minimum, 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.



We assess pupil achievement in RE to ensure we are able to meet individual needs. The Blackburn Diocesan Board of Education's 'Ladder of expectation' guides us in making assessment judgements. The ladder uses symbols to indicate levels 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 rung 2 of the ladder.

At the end of Key Stage 2, pupils are expected to be achieving at 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.

Every half-term, at the end of units, teachers assess each pupil's overall achievement. We use the Blackburn Diocesan Board of Education's 'end of key stage expectations map' to set out the knowledge and understanding that pupils should have at the end of each key stage.

Arrangements for monitoring and evaluating standards of teaching and learning in Religious Education

The head teacher has overall responsibility for monitoring and evaluation. The head teacher, leadership team and governors ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for professional development
- RE is resourced, staffed and timetabled so that the Academy can fulfil its legal obligations on RE and pupils can make good progress

The RE leader will:

- monitor RE within the Academy through reflective professional discussions, assessment data and pupil conferences
- be responsible for contributing to the self-evaluation process
- manage resources
- keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate
- be aware of staff development needs and facilitate professional development so that staff are experts to help children move from novice to experts.
- facilitate the sharing of good practice

Resources

Resources for the teaching of Religious Education are situated in each class and centrally in school. These include:

- Blackburn Diocesan Materials - Questful RE and subject leader cluster meetings
- Understanding Christianity resources
- RE Today
- Artefacts, posters and objects
- Chatter box resources for Early Years
- Borrowing museum loan boxes for religious artefacts for World faiths where necessary.

The school libraries also have reference books easily accessible for children's own use and each class has their own reference materials. The church is also one of our resources. We also have human resources where we have the parish clergy and various speakers. A healthy supply of digital resources can be found on the 'staff share' drive.

Staff professional development

The RE subject leader and the staff team have the opportunity to attend relevant professional development, often provided by Blackburn Diocese. Materials and relevant ideas are then disseminated amongst other staff members. Building staff expertise in RE is of paramount importance. We aim to ensure that:

- At least one member of staff has specialist RE training or qualifications.
- All staff teaching RE having access to appropriate professional development.
- All teaching staff and governors having an understanding of the distinctive role and purpose of RE within church schools.
- Our governing body remains active and skilled in monitoring standards in RE effectively.

The right of withdrawal from Religious Education

The Worship and Religious Education provided by the school is in accordance with the Church of England or 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) cannot insulate them from the religious life of the school.' If such a request for withdrawal is made, the Headteacher should 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. Parents may request the governing board to provide Religious Education for their children according to the locally 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 locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board 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

Equality Statement

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.

Appendix 1

RE makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development.

Spiritual, Moral, Social and Cultural (SMSC) development is distinctive at Bretherton because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity – Father, Son and Holy Spirit.

The Religious Education (RE) curriculum at Bretherton is the place where excellent and distinctive SMSC is seen most clearly.

Spiritual development

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.

Psalm 139.13-14

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

This is promoted through:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

Moral development

Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.

Romans 12.2

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

This is promoted through:

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity;
- developing mutual respect across racial and religious divides;
- recognising that people's rights also imply responsibilities;
- developing a sensitive conscience.

Social development

As I have loved you, so you must love one another. By this everyone will know that you are my disciples.

John 13.34-35

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

This is promoted through:

- developing a sense of empathy, compassion and concern for others;
- building relationships within the school and between the school, the parish and the local community;
- considering how Christian beliefs affect decisions at local and national level;
- investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Cultural development

There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

Galatians 3.28

Cultural development in RE in a church school 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.

This is promoted through:

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

Bretherton Endowed CE Primary School – Policy Document

Appendix 2

RE and British Values

RE can make a key educational contribution to pupils' explorations of British Values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

The subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Values education and moral development are a part of our school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

As a School, we do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Appendix 3

RE and the EYFS

- communication and language
- personal, social and emotional development
- literacy
- understanding the world
- expressive arts and design

Early Learning Goals

The content of the EYFS units in the syllabus we use contribute to the attainment of the following early learning goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences.

Opportunities for developing children's communication and language in RE

Listening to Bible Stories

Bible stories in the book corner

Opportunities for developing children's communication and language in RE

Making visits

Welcoming and interviewing visitors

Role play

Asking and answering questions

Discussion about special events, people places and food etc

Talking about their experiences and things that puzzle them

Learning and using new vocabulary associated with religious behaviour, artefacts and stories

Personal Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

ELG: Building Relationships

Children at the expected level of development will

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

Opportunities for personal, social and emotional development in RE

Talk about family events e.g. baptisms, weddings etc.

Talk about their feelings and experiences including times of joy, anger, sadness, disappointment and laughter.

Talk about friendships and relationships including respect, trust, care and concern

Talk and listen in Circle time

Role Play

Opportunities for personal, social and emotional development in RE

Talk about behaviour in a variety of scenarios

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Sharing times of celebration

Discuss prayer and the concept of having a relationship with God

Enjoying times of calm

Literacy

ELG: Comprehension

Children at the expected level of development will

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

ELG: Writing

Children at the expected level of development will

- write simple phrases and sentences that can be read by others.

Opportunities for developing children's literacy in RE

Reading Bible story books

Retelling Bible stories

Sequencing pictures

Writing opportunities e.g. prayers, stories, children's own experiences, cards, letters, labels and invitations.

Understanding the world

ELG: Past and Present

Children at the expected level of development will

- talk about the lives of the people around them and their roles in society.

know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Opportunities for developing children's understanding of the world in RE

Visiting places of worship

Celebrations and festivals including family events

Making a collage with natural objects

Handling artefacts

Looking at the similarities and differences between our world and Jesus' world

Meeting people of faith

Making and tasting festival food

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- understand the past through settings, characters and events encountered in books read in class and storytelling.

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ELG: Being Imaginative and Expressive

Children at the expected level of development will • Invent, adapt and recount narratives and stories with peers and their teacher.

Opportunities for developing children's art and design skills in RE

Listening to a variety of religious music

Dancing

Singing

Role play

Creating pictures

Looking at Christian artwork

Colour, pattern and shape in Islam and Hinduism

Making models and artefacts of places of worship

Taken from the Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Published: 31 March 2021 Effective: 1 September 2021
DfE