



RE Policy

Shine like stars as children of God

Policy Review Details	
The Induction policy will be reviewed in line with the policy review schedule	
Date of issue: September 2022	
Headteacher Signature	Rhys Jones
Governor Signature	
Date of next review: September 2023	

Our Vision

Wesley Methodist Primary School aspires to be a Christian family where all stakeholders work towards ensuring that our children “shine like stars as children of God”

Phillipians 2:15.

We aim to promote the value of self, others and the environment.

Underpinning of our vision

The vision of Wesley Methodist Primary School is underpinned through our use of the Fruits of the Holy Spirit to ensure that we all have a secure understanding of the importance of our roles within our community and how to be good citizens that support and enable all to flourish. The use of these values support our vision’s aims and gives our children a daily mission to uphold these through their attitudes and learning behaviour.

Our curriculum is developmentally responsive which actively engages all in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Safeguarding Statement

At Wesley Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Religious Education Policy

Legal framework

This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools – February 2010
- The rites, practices and doctrines of the Methodist Church as laid down in the Trust Deed

Introduction

As a Methodist Church Academy this policy has been written taking into account the following:

- The content of the current Agreed Syllabus for Religious Education in Bury and the Methodist Church documents on teaching Christianity.
- Observed good practice already in place within the school and the Epworth Education Trust
- Suggestions and ideas from staff involved in the teaching of Religious Education across the Epworth Education Trust
- The curriculum entitlement of all pupils in the National Curriculum
- The right of any parent to withdraw their child from lessons in Religious Education.

Due to the essentially cross curricular aspects of this subject, it must also be acknowledged that there are many contributing factors to Religious Education other than the classroom teaching of the subject. Factors such as the general ethos and culture of the school and the approach to Collective Worship will also play a part, but these are not within the confines of this policy document.

Roles and responsibilities

The Local Advisory Board (LAB) and the Headteacher will fulfil their duty to:

- **Ensure that RE is provided as part of Wesley Methodist's curriculum.**

The Local Advisory Board (LAB) and Headteacher must also ensure that:

- All pupils make progress in achieving the learning outcomes of the RE curriculum.
- The teaching of RE 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 continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.

- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that we can fulfil our legal obligations regarding RE and pupils can make good progress.

Intent

At Wesley, we strongly value the role of religious education in pupils' spiritual, moral, social and cultural development in helping them to "shine like stars as children of God". We aim to promote an awareness and understanding of faiths and cultures in our wider community and across the world as well as encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection. We use the Fruits of the Holy Spirit to support our children to support our ethos and ensure this permeates through our school.

We use an enquiry based approach which engages children in carefully exploring the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Ultimately, we want our pupils to be global citizens, with an understanding and respect for all faiths and cultures

Aims

The principal aim of Religious Education is to aid pupils on their spiritual journey. Every person is on a spiritual journey; discovering the things that matter, finding out what is of value to themselves, working out how to live, how to treat other people and how to **find meaning in their lives**. Our aim, then, for pupils of all ages, is to provide a framework in which individuals may explore these aspects of their lives.

Within the context of Religious Education our aim, as a Methodist Primary School, is to provide stimuli enabling pupils to:

- Experience the physical world both in and out of the classroom
- Become aware of the mystery inherent in God, life and creation, understanding that there may be things that cannot easily be explained.
- Reflect upon the spiritual dimension in the aesthetic, creative and scientific domains.
- Develop morals, attitudes and understanding of the feelings, beliefs and customs of others and how these philosophies influence people's lives
- Know about the main beliefs, books and celebrations of Christianity, Islam, Judaism and Hinduism and show genuine appreciation and wonder
- Know that all faiths have special beliefs, rituals and books.
- Know about the Methodist Heritage and understand the beliefs and philosophies of Methodism
- Grow to trust in the world as their parish.
- Capture their sense of worth and be inspired to live life in all its fullness
- Understand their calling to show love to others, in all the ways they can.
- Have knowledge of the rule of law, its impact on moral dilemmas and the challenges faced by society today

Teaching

Christianity will be the majority study in RE at Wesley Methodist Primary School.

RE will also:

- Provoke challenging '**big questions**' about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. As well as Christianity, it will also develop pupils' knowledge and understanding of other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, thereby helping to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Curriculum Planning

At Wesley Methodist Primary School, we utilise the Bury Agreed Syllabus for Religious Education to compliment the National Curriculum, and the Discovery RE scheme, whilst also taking inspiration from our school vision and values to promote courageous advocacy. For many people, religion and belief forms a crucial part of their culture and identity. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage and our curriculum has been designed to enable children to ask and answer these religious, moral and social questions.

To ensure children leave our school with a deep understanding of Methodism, teachers make use of the Methodist Church Guidance of the teaching of Christianity in years 2, 4 and 6. These planned units of work relate to:

- KS1 Belonging Together – *What does it matter to be part of a community?*
- Lower KS2 Warm Hearts – *What does it feel like to experience God's presence? The life of John Wesley.*
- Upper KS2 Commitment to Christianity – *Is it long ago and far away, or is it here and now?*

Visits to places of worship and museums are encouraged as a way of bringing RE to life and deepen children's understanding of faith. Visitors of other faiths, cultures and backgrounds are regularly invited into school to contribute to the school's aim to 'love without limits.'

Appendix 1 shows the Curriculum Overview and specific content of RE at Wesley Methodist Primary School.

Curriculum Enhancement

Visits to local places of worship and museums are encouraged as a way of bringing RE to life and deepening children's understanding of faith. Visitors of other faiths, cultures and backgrounds are regularly invited to school to contribute to the school's aim to love others without limits.

Visitors who support the primarily Methodist beliefs of the school have strong relationships with staff and pupils and often support learning and worship, e.g. Members of the Circuit and other Methodist Churches, Methodist School's Visitor, Church Minister.

Principles for Inclusion including SEND pupils, EAL pupils and Able Pupils:

All children will be provided with opportunities to develop their skills, knowledge and understanding in RE.

All children will have equality of opportunity to achieve their potential. In planning and teaching RE, teachers will have due regard for the following principles:

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ✓ Ensuring challenge and extension when and where appropriate

Reflection areas

Reflection areas are part of every classroom. They are quiet, invitational spaces that are accessible to all children. All spaces contain interactive activities around our Christian Values for children to engage in. These are spaces where children can develop socially, morally, spiritually and culturally through innovative and imaginative techniques. Staff, children and the Worship Committee evaluate the impact of these areas regularly and suggested additions and alternatives are responded to.

Each week we have a particular focus on one of our Christian Values taken from the Fruits of the Holy Spirit across the year and we focus on how this can improve our daily life in school and also impact locally, nationally and globally.

These are as follows:

- ❖ Love
- ❖ Joy
- ❖ Peace
- ❖ Patience
- ❖ Kindness
- ❖ Doing good
- ❖ Gentleness
- ❖ Faithfulness
- ❖ Will-power
- ❖ Talents

Reflection areas are hospitable and welcoming to all children and young people, whatever their beliefs or cultural backgrounds. They enable children and young people to interact in their own way with an environment of prayer that includes opportunities to experience stillness, to express their thanks, hopes, dreams, questions and fears, and to explore ways of praying as practised by the saints of old and people today.

Through interaction with these areas, opportunities are provided for children and young people to stop, think and ask questions about their lives and the lives of others locally, nationally and globally, whilst considering the school's aim to learn, love and live without limits. Through class worship, children are supported with ideas on how to use their area to reflect on their experiences, their beliefs, and their relationships with themselves, others and God, and to learn from this reflection.

More information on Reflections Areas can be viewed in our Collective Worship Policy.

Resourcing Religious Education

A wide variety of Religious Education resources are currently available in school. These include children's reference books, teacher resource books, candles and prayer aids from a range of faiths, themed story books linked to topics, Bible sets and children's Bibles, pictorial resources, such as posters and artefacts and ICT and internet resources.

British Values

All year groups will study British Values as well as Christian Values. Our teaching of British values address the issues of extremism and ensure we have due regard to the need to prevent people from being drawn into terrorism, as outlined in the Prevent Duty. The five British values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

Community Cohesion

RE makes an important contribution to our duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

Wesley Methodist Primary School will use RE to promote community cohesion:

- Through the exploration, promotion and celebration of diversity, beliefs and values.
- At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
- At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.

- At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.

RE subject matter gives particular opportunities to promote a culture of understanding and respect for others, to challenge stereotypes and to build knowledge and understanding of other cultures and beliefs but also of those who choose to follow alternative or different lifestyles. This contributes to promoting an inclusive school ethos that champions democratic values and human rights, ensuring children learn, love and live without limits now and in the future.

Staffing and training

A well trained and confident workforce is crucial in ensuring good quality RE. We will therefore ensure that:

- All teachers can contribute to the teaching of RE, regardless of their personal beliefs.

We will also ensure that:

- All teachers teaching RE are up-to-date with the latest regulations, guidance and best practice regarding RE.
- Staff meeting time is assigned for RE Subject Leader to provide updates to staff
- Subject lead and Senior Leadership Team attend training through Methodist Schools and MAST to disseminate wider
- Minister is utilised effectively to support in the delivery of RE and collective worship

Right of Withdrawal

Wesley Methodist Primary School recognises the right of withdrawal of pupils from RE at the request of their parents.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.

Where alternative arrangements cannot be met, the pupil may receive their RE externally and may be withdrawn from school for a reasonable period of time to allow them to attend these classes.

Monitoring and Evaluating

- The Headteacher/RE leads monitors Teaching and Learning of RE through learning walks, book scrutinies and pupil interviews.
- Pic Collages are used in pupil books to assess and evidence learning outcomes that are not shown through written RE lessons
- The Worship Committee (including the Minister of Leigh and Hindley Circuit, the School Chaplain and foundation governors) act as critical friends and further support and challenge the Headteacher/RE leads in providing the best quality RE and worship.
- The Headteacher/RE leads/School Chaplain attend conferences and curriculum update meetings and disseminate this to wider school staff
- The Headteacher is responsible for reporting on standards and developments in RE through termly written updates to committees and full Governors.

Appendix 1: RE Lesson Content Overview

CYCLE B (2022-23)	EYFS (FS2 units)	KS1 (Y1 units)	LKS2 (Y3 units)	Y5/6
Autumn 1	SPECIAL PEOPLE (Christianity and Judaism)	**ROSH HASHANAH AND YOM KIPPUR ** (Judaism)	DIVALI (Hinduism)	**BELIEF AND PRACTICES (Y6) (Judaism)**
Autumn 2	CHRISTMAS – Incarnation (Christianity)	CHRISTMAS – Incarnation (Christianity)	CHRISTMAS – Incarnation (Christianity)	CHRISTMAS – Incarnation (Christianity)
Spring 1	CELEBRATIONS (Hinduism)	JESUS AS A FRIEND – Incarnation (Christianity)	JESUS’ MIRACLES – Incarnation (Christianity)	BELIEFS AND MEANING (Christianity)
Spring 2	EASTER – Salvation (Christianity)	EASTER – Palm Sunday – Salvation (Christianity)	EASTER – forgiveness – Salvation (Christianity)	EASTER – Salvation (Christianity)
Summer 1	STORIES (Christianity, Islam, Hinduism, Sikhism)	SHABBAT (Judasim)	**PENTECOST** Incarnation (Christianity)	BELIFS AND MORALS (Islam)
Summer 2	SPECIAL PLACES (Christianity, Islam and Judaism)	**THE CREATION STORY** (Christianity)	**HINDU BELIEFS** (Hinduism)	