

# Cockerham Parochial C E Primary School



**'Where a love of learning grows'**

Growing in knowledge

Growing in faith

Growing in God's love

## **RELIGIOUS EDUCATION POLICY**

**February 2020**

**I can do all things through Christ who strengthens me.  
Philippians 4:13**

**Date adopted by governing body: February 2020**

Signed:

.Chair of Governors

..Head teacher

**Review date: February 2022**

# **COCKERHAM PAROCHIAL CE PRIMARY SCHOOL**

## **RELIGIOUS EDUCATION POLICY**

### **1. Fundamentals**

- a) In this Church of England Aided School, the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.
- b) R.E. Mission Statement – We at Cockerham Parochial CE Primary School aim to allow each individual pupil to develop his/her full potential in the acquisition of knowledge, skills, attitudes and values which relate to the ever-changing world, in the light of the Christian gospel. We shall endeavour to provide the most suitable resources to achieve this aim.

As a school we, its members, look to Christ for the basis of our existence and show concern for each other and all we meet. We welcome opportunities to develop and strengthen links between home, parish, community and school. It is our intention that the pupils' experiences of relationships within the school have a formative and significant influence on their understanding of relationships and their place in the local, national and global communities.

Prayer and worship are central to school life and seen as real educational experiences and we aim to contribute significantly to the development of faith if each individual in the school community. We want everyone to regard their faith as vital to future life.

- c) Religious Education will follow the scheme recommended by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church.
- d) Approximately 5% of the curriculum time will be devoted to R.E.
- e) There shall be an emphasis on Christianity and there shall be an approximate balance of 80% Christianity and 20% other world faiths which are selected because of the need for a rolling programme due to the nature of the teaching classes.
- f) Although most elements of the syllabus will be taught in specific R.E. lessons, there will be overlap with school collective worship and Religious Education will be a natural part of other lessons and school life.
- g) We shall continue to develop the close links we already enjoy with St Michael's Church, Cockerham and use it as a valuable resource.

## **2. Responsibility for the Policy**

The policy will be regularly reviewed by the Governing Body (Curriculum Committee), as part of our rolling programme (to review policies). Advice on the policy will be sought from the Diocese, Incumbent, Headteacher and Staff as necessary.

The Headteacher, is responsible for the implementation and co-ordination of the policy.

## **3. Overall Aim**

Within the context of a Church School, R.E. will support the children in developing their own beliefs, values and attitudes through an exploration of shared human experience and the place and significance of Christianity and other religions in the contemporary world with such emphasis on Anglican beliefs and practices as is appropriate to the school situation. We will do this in line with the vision of our school: I can do all things through Christ who strengthens me. Philippians 4:13.

### **(i) Exploring Share Human Experiences**

This element of the aim is concerned with:-

- a) the exploration of religious experiences, especially of awe, wonder at creation, the transcendent and the spiritual
- b) an exploration of such key values as truth, beauty, goodness, love, sacrifice and compassion
- c) an exploration of religious questions about life e.g., death, suffering, the existence of evil, creation and meaning; and how answers might be found in the Christian and other faiths
- d) ability to relate religious beliefs to a pupil's own experience of life
- e) ability to communicate to other people a pupil's own thoughts, feelings and responses.

### **(ii) Developing Pupils' Own Beliefs, Values and Attitudes**

This element of the aim is concerned with:-

- a) ability to relate religious beliefs to their own experience of life
- b) spiritual development, e.g.  
their awareness of awe, wonder and mystery in life

their ability to be still and reflective  
their prayer skills

- c) ability to “stand in place of”, and enter imaginatively into the lives, needs and experiences of others
- d) attitudes of care and concern for the needs of others
- e) exploration of religious questions about life, and how answers to those questions might be found in Christianity and other faiths
- f) own feelings of self worth
- g) attitudes of respect and tolerance towards others
- h) acceptance and application to their own lives of such principles as truth, righteousness, love, mercy and compassion
- i) reflection on the relevance of Christianity for themselves
- j) exploration of their own religious beliefs and insights
- k) own search for meaning and purpose in life and the establishment of a set of values by which to live
- l) ability to communicate to other people their own thoughts, feelings and responses
- m) an ability to use religious language and imagery appropriately

(iii) The Place and Significance of Christianity and Other Religions in the Contemporary World

This element of the aim is concerned with:-

- a) a general knowledge of the subject matter and key figures of Christianity (e.g. Jesus, key figures of the Old and New Testament and Church history), prayer and worship, Church life and festivals and rites of passage
- b) an ability by the end of Key Stage 2 to locate passages accurately and quickly in the Bible.
- c) a general knowledge and an appropriate understanding of the central beliefs of Christianity e.g. the nature of God as Trinity, Jesus, prayer, salvation, judgement, the nature of humanity and eternal life
- d) some knowledge about and an appropriate understanding of some of the beliefs of the other world religions

- e) an understanding of what it means to think about and interpret experience in a religious way
- f) a recognition and exploration of the transcendent and of the spiritual aspects of human experience
- g) an appreciation of the effect religious belief has on the lifestyles, values, behaviour, practices and rituals of individuals and communities
- h) an exploration of the nature of commitment
- i) an awareness of something of the variety of belief and practice within faiths
- j) an awareness of something of the similarities and differences between faiths
- k) an understanding that Christians and followers of other faiths believe that there are ultimate values in life
- l) an understanding that Christians and followers of other faiths believe that there are ways of living which develop or hinder personal growth to true humanity and holiness

(iv) The Experience of Christianity as a Living Faith

This group of aims is in two parts:-

A. Knowledge about and experience of the Church

- a) the study of Christianity within a faith setting
- b) the experiencing of a Christian ethos expressed through the attitudes, relationships, values, visual symbols and Christian observance of the school
- c) the experience of Church life through contact with the clergy, congregation and Church building
- d) a knowledge of and appropriate understanding of the rites and practices of the Anglican Church
- e) an awareness of the following:-
  - the role of the Church of England
  - the worldwide nature of the Christian Church
  - the similarities and differences between Christian denominations

B. Faith Development

R.E. and worship are distinctive but complimentary and R.E. contributes to the child's development through:

- a) the taking part, and reflection on, the yearly cycle of Christian festivals and seasons
- b) the taking part in a daily pattern of prayer and worship
- c) developing Christian responses to creation and life, e.g.:  
a sense of being created by God and being dependent on God; a sense of thankfulness to God; a sense of the love of God and Jesus; a sense of being a child of God; an awareness of the need for repentance
- d) developing a sense of belonging to this school and this Church
- e) developing a prayer life and a relationship with God and Jesus

All the aims will serve to ensure that the National Curriculum R.E. Attainment Targets 1 and 2 will be covered.

4. Content and Approaches

- a) The Diocesan Religious Education Scheme for Church Schools will be used. The relevant units have been assigned to Key Stages and will be covered during a two-year cycle.
- b) Religious Education will be taught in a variety of ways but primarily as a discrete subject e.g. themes, implicit and explicit etc., and using a variety of approaches.
- c) It is important that the content and the level the child is working at progress during the pupil's time in school.
- d) Assessment, Record Keeping and Reporting to Parents will follow the guidelines in the relevant policies. At present, assessment in R.E. is based on the ladder of expectation and achievement in R.E. which was introduced to replace assessment by levels. Teaching staff complete end of unit assessment sheets for their class and transfer assessment data on to 'Ladder' sheets for each child. These sheets are passed up to the next class teacher at the end of the academic year.
- e) The provision of R.E. will be adapted, as necessary, to meet the needs of each child.

## **R.E. contributes to SMSC**

Spiritual development within a Church School enriches and encourages the pupils' development of 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 to 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, multicultural faith that has an impact on the lives of millions of people.

### **5. Resources**

- a) Resources are held centrally in the stock cupboard.
- b) Nativity Boxes are held in the storeroom in the Hall.
- c) R.E. resource books and Bibles are held in the library.

### **6. Consultation, Management and Review**

The R.E. Coordinator shall:

- a) Provide advice and support to colleagues
- b) Review schemes of work as and when necessary
- c) Evaluate and monitor pupil progress in R.E.
- d) Liaise with staff over resource purchases
- e) Lead and encourage colleagues in curriculum development (e.g. INSET)
- f) Keep abreast of developments in R.E.
- g) Continue to develop links with local churches
- h) Consult with the Governing Body via the R.E. Governor
- i) Review the policy with the curriculum committee of the Governing Body

### **Legal Requirement**

Religious Education is an educational activity with the task of helping children to think about faith, to analyse and reflect on it and to bring their critical faculties to bear on it. R.E. should also make a contribution to pupils' understanding of the World, to their spiritual and moral growth and to preparing them for adult life and responsibilities.

Religious Education in Cockerham Parochial Church of England School is governed by Acts of Parliament as well as by our Trust Deeds which state that R.E. must be provided for all pupils "in accordance with the belief and traditions of the Church of England".

### **Parental Right of Withdrawal**

Understandably, as this is a Church of England Aided School it is not expected that parents who choose to send their children here will wish them to be withdrawn from worship and/or religious education – although they do have a legal right to do so.

### **Complaints about the provision of R.E.**

It is hoped that any complaint will be resolved informally with the Headteacher, in consultation with Governors and possibly with advice from the Diocese. However, if this is not the case, formal procedures come into play and the matter will be adjudicated by a specially constituted sub committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.