



HIPPINGS METHODIST PRIMARY SCHOOL **Religious Education Policy**



'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally.

At Hippings Primary School the Religious Education provided is in conformity with the rites, practices and doctrines of the Methodist Church and as laid down in the Trust Deed. It is our intent to nurture and develop the whole child. Religious Education plays a major role in promoting the Christian aims, values and ethos as expressed in our mission statement and vision:-

'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13

Hippings Methodist Primary School endeavours to provide the best possible all-round education in a Christian setting.

The School acknowledges and values its foundation by the Methodist Church, continuing links with the local Methodist community and the principles which form the basis of Methodism.

Children are encouraged to develop a mature and positive attitude to themselves, to their relationships with others and to the life of the school in general. High standards of behaviour and respect for others are expected. We aim to foster the social skills and moral awareness that will enable the children to be safe and become well-balanced individuals, who will make a positive contribution to the society in which they live.

The School endeavours to develop, in its pupils, a sympathetic understanding of Christianity and to provide an opportunity to search for a faith by which to live. While we exert no pressure to believe, Christian values are built into the ethos and teaching, with a mutual respect for all faiths.

We aim to ensure that the broad and balanced curriculum provides a Christian setting in which children can grow in understanding and develop appropriate skills, knowledge,

attitudes and values. We encourage the children to become independent, resilient and articulate learners.

The School believes that this should take place in a safe, friendly and stimulating environment, distinguished by the quality of mutual care between all stakeholders: pupils, staff, parents, governors, Church and the local community.

Fundamentals

- (a) The school has adopted the Religious Education Syllabus produced by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church.
- (b) Time allocation in accordance with Religious Education Diocesan guidelines, approximately 5% of curriculum time devoted to Religious Education
- (c) Christian Emphasis – 70% Christianity, 30% other faiths.
- (d) Other faiths to be studied - Judaism, Islam, Hinduism, Buddhism and Sikhism
- (e) The relationship to Denominational Collective Worship. No part of the syllabus is to be delivered through school worship although some themes may overlap.
- (f) The school has close links with Rhyddings Methodist Church and other churches in the locality of Oswaldtwistle and clergy visit to take part in Collective Worship and in Religious Education lessons. Whole school, and individual class visits may take place to Rhyddings Methodist Church or other Churches within the locality for worship and work linked to the Religious Education Syllabus.

Responsibility for the policy

- (a) The policy is reviewed by the Governing Body every year.
- (b) The person responsible for the implementation and co-ordination of the policy is the Religious Education Subject Leader.

Statement of broad aims

- (a) Within the context of our Voluntary Controlled Methodist School, Religious Education will support children and young people 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 emphasis on Methodist and Christian beliefs and practices as is appropriate to the school situation.

- (b) Religious Education contributes to the nurturing role of the school as it develops the children's own faith beliefs, values and attitudes and encourages respect for the faiths of others.
- (c) Religious Education contributes to pupils' personal development, including Spiritual, Moral, Social and Cultural development by providing opportunities for children to explore and reflect on their own, and other people's experiences. To develop their own feelings of self-worth and independence, explore what is right and wrong, fair and unfair and develop their awareness of awe, wonder and mystery in life.
- (d) Within the context of a church school the children will have the opportunity to develop a sound knowledge and understanding of the Christian faith.

4. Content and approaches

- (a) The content of the syllabus will be in accordance with the Diocesan of Blackburn Religious Education Syllabus and the Methodist Church guidance on teaching Christianity
- (b) Religious Education is to be taught through year group units as laid out in the Diocesan Syllabus which will ensure progression during a pupil's time in school.
- (c) Provision will be made for pupils of differing ability levels including pupils with Special Educational Needs, different ages and experiences.
- (d) Assessment will be used to provide information about pupils' understanding and to plan future teaching and learning. There will be an annual report to parents.
- (e) As well as making its own contribution to the school curriculum, Religious Education contributes to the wider aims of primary education. Through Religious Education children are also offered a range of opportunities for the development of communication, thinking skills, working with others and awareness of the environment.

Assessment, Recording and Reporting

Feedback to pupils about their own progress in Religious Education is achieved through the marking of work and also through observation, questioning and verbal feedback.

Formative assessment is carried out informally by teachers in the course of their teaching and is used to determine what has been learned and therefore assist in planning the next stages. Suitable tasks might include:

- discussion of a practical task
- questioning

- specific written activity
- individual discussion to appraise the child's own work

Regular assessment of progress in Religious Education will be made against each learning objective. Samples of work, dated and annotated with teacher comments will be kept to show achievement and progress.

Reporting to parents on pupil progress will be provided twice a year through Parent Evenings in the Autumn and Spring Terms and annually through a written report in the Summer Term.

Health and Safety

The schools general rules apply to the organisation and Teaching of Religious Education and it is not considered to be an area of high risk. Particular care should be taken when:

- arranging trips and visits (see LEA guidelines)
- handling artefacts and food
- using electrical, IT equipment

Equal Opportunities

The School's general rules apply to the organisation and teaching of RE. Particular care should be taken to

- ensure that attitudes and beliefs are understood in their historical context, especially where these may not reflect the school's ethos. For example, beliefs about gender, violence or the treatment of particular groups
- discuss the values that different cultures and traditions place on groups within their society
- emphasise the diversity of human values and beliefs and encourage discussion and evaluation
- promote understanding and acceptance of the views, beliefs and attitudes of others
- emphasise that religious faith is a natural and positive aspect of human life and that it is accessible to everyone
- avoid stereotypes or generalisations of particular religious groups

Resources

R.E. resources are kept centrally in the Community Room. Books, information packs, DVD's, artefacts and posters are kept in labelled boxes on the shelves.

The co-ordinator monitors resources and orders new resources when appropriate.

Consultation, Management, and Review

- (a) The syllabus has been implemented throughout the school. The policy was last reviewed in Spring 2019 and will be reviewed annually.
- (b) Teaching will be monitored by meetings between the Religious Education Subject Leader and the teachers responsible for teaching all classes. The Subject Leader will also monitor a cross section of children's work from each class, teachers' planning, conduct pupil interviews, and offer support and advice to staff if needed.
- (c) Courses for staff development will be attended when appropriate and also the local Diocesan cluster meetings.

Appendix 1

The legal requirements for Religious Education

A Legal Requirements

Religious Education in Church Schools is governed by the 1996 and 1998 Education Act as well as by the Trust Deed of the School.

The legislation requires Religious Education to be provided for all pupils.

(1996 Education Act, Section 352) The type of Religious Education provided must be in accordance with the Trust Deed.

B Parental rights of withdrawal in a Voluntary Controlled school

Parents may withdraw their children from Religious Education. This provision is indicated in the school Prospectus.

C Complaints about the provision of Religious Education

It is hoped that any complaint will be resolved informally by the Headteacher. There is also provision for complaints to be heard by a Committee of the Governing Body possibly with advice from the Diocese or District. However, if the complaint is still not satisfactorily resolved, then further 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, (or in the case of the Methodist Church, the complaint would be referred to the Superintendent Minister and then the Connexional Authorities.)

Subject Lead: Miss Uzma Hussain

