



Ryecroft CE Middle School

Loving and Learning together

'Love each other as I have loved you.' (John 13, v 34-35)

Policy Statement

Religious Education



In Ryecroft Middle School, where pupils and staff come from all faiths and none, religious education is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives.

As a Church of England school and a member of the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and to flourish.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed below.

Our vision

Ryecroft CE Middle School aims to enable every pupil to achieve their God-given academic and personal potential, so they can make a positive impact in the world. We seek to be a community built on knowing God's love. Our values underpin all we do; we welcome all into our loving, happy and safe school.

Our Values

Care and Community

We listen to each other, respect one another and show kindness to all.

Matthew 5:42 – “Give to those who ask, and don't refuse those who wish to borrow from you.”

Humility

We show appreciation for what we are given, and give our best at all times.

Ephesians 4:2 – “Be completely humble and gentle; be patient, bearing with one another in love.”

Inspiration

We aspire to be our best, we play by the rules, and we are polite and courteous.

Jeremiah 29:11 - “For I know the plans I have for you to give you a future and hope.”

Perseverance

We work hard, we do not give up easily, and we help one another.

Proverbs 4:25 - "Let your eyes look straight ahead; fix your gaze directly before you."

Trust

We are honest, we do not make excuses.

John 14:27 – "Let not your hearts be troubled, neither let them be afraid."

The school has adopted the RE syllabus produced by the Lichfield Diocesan Board of Education and the scheme 'Understanding Christianity'. The balance of time allocated in the curriculum to Christianity is 70% and to other faiths 30%. If appropriate, the non-Christian faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on non-Christian faiths while following all the units of the Diocesan syllabus. Appreciating the different faiths and experiences of the school community, the other faiths studied will be Islam, Hinduism, Sikhism, Judaism and Buddhism as well as World Views.

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (June 2016), see link below:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum at Ryecroft Middle School

Intent

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text.
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture.
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.

Implementation

RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

Christianity comprises of no less than two thirds of the RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Religions of the world What is religion?	God What does it mean if God is holy and loving?	Creation Creation and Science Conflicting or complementary?	People of God How can following God bring freedom and justice?	Salvation What did Jesus do to save human beings?	Hinduism What does it mean to live as a Hindu today?
Year 6	Incarnation Was Jesus the Messiah?	Gospel What would Jesus do?	Islam What does it mean to be a Muslim?	Salvation What difference does the resurrection make to Christians?	Kingdom of God What kind of king is Jesus?	Buddhism What does it mean to be a Buddhist?
Year 7	God If God is a Trinity, what does that mean for Christians?	Creation Should Christians be greener than everyone else?	Judaism What does it mean to be a Jew?	Fall Why are people good or bad?	Wisdom What do we do when life gets hard?	Pilgrimage Why do people go on pilgrimages?
Year 8	Prophecy Does the world need prophets today?	Incarnation Why do Christians believe Jesus is God on earth?	Gospel What is so radical about Jesus?	Sikhism What does it mean to live as a Sikh today?	Salvation What kinds of salvation do Christians believe in?	Inspirational People What makes someone inspirational? How does faith impact on action?

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Impact

Students will be able to:

- Explain key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, and worship.
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers • Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth.
- Value the religious journey of faith.
- Develop an ability to interpret and appreciate religious imagery and expression.

Assessment

Teachers will assess RE with reference to the assessment and the feedback policies. Parents will be informed on their child's progress at regular parent evenings and a written report given at the end of the year as part of the child's annual written report. Pupils are informed termly of their progress towards their target, this is recorded in their books. The children's work will be assessed against a scale, focussing on key skills to be taught within each unit. These are: exploring the text, discovering the impact, making a connection and diving deeper.

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual

Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral

Helping each pupil develop their own informed values.

Social

Helping pupils understand some major forces shaping the values of our society

Cultural

Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity. Additional links will be found across the curriculum especially with personal, social, health and citizenship education (PSHE) and British values. RE makes a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Right to withdrawal - see appendix

At Ryecroft CE Middle School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects.

Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parent(s)/carer(s) which will seek to further their knowledge and understanding of their parents beliefs and values.

Appendix

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the Statutory Inspection of Anglican and Methodist Schools (SIAMS), whether VC, VA or academy.

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)

Any parent considering withdrawal must contact the Headteacher to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

The school makes clear through the website and other forms of communication, the RE syllabus being taught. Regular communication through the website and weekly newsletter aim to foster understanding of the relevance of the RE curriculum and how it respects pupils own beliefs.

Requests to withdraw from RE and collective worship are reviewed annually and consideration is given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements

are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (Non-statutory Guidance 2010).

- The Academy is aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests do not hamper their responsibilities to ensure equality for all and the promotion of British Values.