



Our Re Policy

Our School Vision Statement

Within God's love for everyone,
Our school family is committed to serve by:

- celebrating everyone's unique God-given talents;
- giving the best of ourselves for all the world;
- doing all the good we can together.

Statement of Entitlement

As children start on their education journey with us we cannot assume that even in a school with such close church connections, pupils will have knowledge of any elements of the Christian religion or any World Faiths. This is constantly kept in mind by our dedicated team when considering our aims and objectives and starting points for Religious Education throughout our classrooms.

Intent

The principal aim of Religious Education within our schools is to fully support pupils on their spiritual and religious journey. Every person is on a unique 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.

Through high quality teaching, Religious Education in our Leyland Methodist Schools is to have an impact on the social, moral, spiritual and cultural understanding of our pupils. Through regular and discrete RE lessons, children develop a deeper appreciation for the Christian faith, how it is linked to their own lives, the impact it has had on the World and then link their understanding to other World Faiths.

The principal aim of our RE lessons is to immerse children with a questioning approach - helping them to understand, question and appreciate the beliefs, cultural practices and impact of the Christian church and the religions of the world. The curriculum encourages each individual, regardless of ability within the school to reflect on their own personal beliefs whilst embedding our firm Methodist Foundation in a creative, interactive and imaginative way.

Implementation

As a Voluntary Controlled School, we are required in law (unless parents request otherwise) to provide RE in accordance with our Locally Agreed Syllabus. Religious Education in our Church School lies at the very heart of the curriculum and we thoughtfully have selected units with clear intentions to embed, revisit and link, throughout other subjects, our RE objectives to the needs of our children.

We have adopted the Blackburn Diocese Questful RE Syllabus and include the Methodist threads entwined within the scheme. These units ensure the study of significant Methodist heritage (such as virtually visiting John Wesley's New Room in Bristol; telling the story of Mary Bosanquet in Telford); and about the foundations and on-going work of Methodist groups; teaching about RE themes using Methodist resources (such as All We Can and the Methodist Collection of Modern Religious Art); and teaching which more broadly acknowledges Methodist perspectives and priorities.

Although Religious Education and Collective Worship naturally compliment and enrich one another, we still manage them separately.

The understanding that the role of our religious education in our state funded schools is to promote academic learning about faith and deep thinking about issues of life and its meaning in a variety of creative ways to incorporate all levels of abilities; the role is never to proselytise;



Do all the good you can.
By all the means you can.
In all the ways you can.
In all the places you can.
At all the times you can.
To all the people you can.
As long as you ever can.
- JOHN WESLEY

Impact

As our teaching represents both Christianity and other world faiths as diverse, deep, varied and vibrant, this ensures that children are prepared for life in our modern world of differing faiths and worldviews; children learn that most faiths are both global and local.

That, as a church school, RE (along with other SIAMS priorities) are a particular focus of interest and monitored by senior staff and governors. Leaders of RE are appropriately trained, supported and have sufficient opportunity to develop RE within the school; NATRE material is used and engagement with MAST is a given.

Sufficient dedicated curriculum time is given to RE (10%) and in line with the law, the teaching of Christianity in our schools comprises of 60% of study; that the range of other faiths 40% studied is appropriate to pupils now and in the future. This is organised discretely or in cross-curricular topics but is recognisably RE, delivering appropriate RE learning objectives. The requirements for RE are completely separate from the requirements for Collective Worship

Staff are well supported in their teaching of religious education and the co-ordinator ensures that the subject is well resourced and teachers have high quality professional development, with time for shared planning and moderation.

That the curriculum reflects the vision of the schools and that the children receive a rich, first hand, reflective and personalised level of Religious Education.

“In our Church schools the pupils and their families can expect a RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, these include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource which is intrinsically linked throughout each unit in the form of God’s Big Story, specific content and threads itself throughout our Worship too. Pupils can expect that teaching and learning in our schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that our RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect our units of work to provide meaningful and informed dialogue with a range of religions and worldviews. There are opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. RE goes beyond a sociological study of religious phenomena and introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In our schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.”

RE Statement of Entitlement: The Church of England Education Office 2019