



RELIGIOUS EDUCATION POLICY

We educate for life in all its fullness. At Crosby Ravensworth this means:

- A close, cohesive family atmosphere where children are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge.
- Widened opportunities for children, alongside adults, to flourish. Cultural capital is prized and we prepare our children for a world of diversity.
- Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.

I have come in order that you might have life; life in all its fullness.
John 10.10

Compassion ✝ Community ✝ Courage

POLICY PREPARED BY: Duncan Priestley

POLICY RATIFIED BY: Full Governing Body February, 2024

TO BE REVIEWED BY: June 2027

Our Christian Vision

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This is Theologically rooted in John 10:10
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Our statement of intent for RE

Religious Education at Crosby Ravensworth CE School contributes to the achievement of our Christian Vision, Christian Values and the spiritual dimension of school life. The School owes its existence and special character to the fact that it was established by the Church to nurture Christ's kingdom in its children and through the nature of its teaching in all subjects, to bring them to a deeper knowledge of and belief in God and a commitment to Him.

As a Voluntary Aided school, the management of Religious Education is a distinctive role of the governors and headteacher. RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

RE expresses and strengthens our vision and values: these are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in our RE curriculum.

Our school has adopted the Blackburn Diocesan Board of Education Syllabus for RE, 'Questful RE', which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019. Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately and our Collective Worship policy document should be read in conjunction with this RE policy document.

In accordance with the **RE Statement of Entitlement (Church of England Education Office 2019)**, pupils and their families within our school can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse. Teaching and learning uses an approach that engages with biblical text and theological ideas. The curriculum engages and challenges pupils through an exploration of core concepts and questions. Meaningful and informed dialogue with a range of religions and worldviews is a feature of our lessons. There are opportunities for pupils 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. Our RE curriculum goes beyond a sociological study of religious phenomena and introduces pupils to a range of relevant disciplines including theology, philosophy

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and the human and social sciences. Progress in RE should be significant and attainment high, enabling pupils to develop confident religious literacy.

Christianity is the majority religion studied by each year group in our school, forming between 60% and 70% of curriculum time. At least 5% of curriculum time is given to the teaching of RE – 50 minutes per week in class 1, rising to 60 minutes in class 2. RE Statement of Entitlement: The Church of England Education Office 2019

Aims

The aims of religious education at Crosby Ravensworth CE School are:

1. To enable EYFS pupils to develop positive attitudes about the differences between people, recognising that people have different beliefs, special places and celebrate special times in different ways.
2. To enable pupils to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
3. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
4. To facilitate pupils to engage with challenging questions of meaning and purpose raised by human existence and experience.
5. To enable pupils to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
6. To encourage pupils to explore their own religious, spiritual and philosophical ways living, believing and thinking.

National Society RE Statement of Entitlement 2019

Appropriate to age at the end of their education, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

This can be expressed in more detail and distinctively as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

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We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education in our church school should also help pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education in our church school should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

Religious Education in our church school should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

RE at Crosby Ravensworth CE School makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development.

SEN provision

The vision of this policy is RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND). RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE. The law says that the agreed syllabus is to be taught to pupils with SEND 'as far as it is practicable'.

For pupils with social and emotional and mental health difficulties (SEMH):

- RE can enable pupils to address deep issues of concern in helpful ways by exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.
- RE can assist in the development of pupils' maturity and self-awareness.

Spiritual, Moral, Social and Cultural Development/ British Values

- Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. We invite children to reflect on their personal responses to issues, consider those of others, and appreciate that for some people belief in a spiritual dimension is important.
- We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society as well as their own experiences
- Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider community, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on British values (democracy, the rule of law, individual liberty, respect and tolerance).

Assessment & Achievement

Pupil progress and attainment in RE is tracked and recorded from EYFS to Yr6 through the use of a tracking grid against objectives set out in the Questful RE scheme. Progress in RE is included in each child's annual report to parents.

Appropriate to age, at the end of their education in our Church school the expectation is that all pupils are religiously literate and (as a minimum) they are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

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- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
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National Society RE Statement of Entitlement 2016

The Right to Withdraw

The Worship and Religious Education provided by the school is in accordance with the Church of England. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school. If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation.

Joint RE Co-ordinators:

Policy drafted & agreed by governors:

Policy Review:

Duncan Priestley & Susan Pattinson

February 2024

February 2027