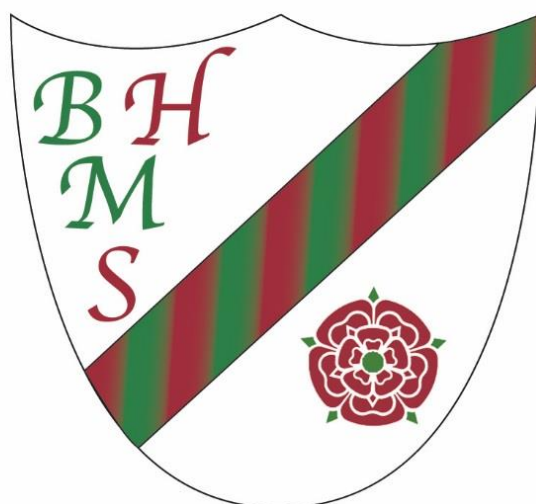


Bedford Hall Methodist Primary School

Religious Education Policy



Written by:	Miss L Whittaker
Date agreed:	May 2022
Next Review Date:	Summer 2026
Chair's Signature	

Version Control

Change Record

Date	Author	Version	Reason for Change
May 22	Lisa Whittaker	1	Completion Revision of school policy
September 2024	Tracy Beatty	2	Curriculum Enhancements Resourcing RE Curriculum Overview

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

To achieve this we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Our Vision



Safeguarding Statement

At Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Legal framework

This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools – February 2010
- The rites, practices and doctrines of the Methodist Church as laid down in the Trust Deed
- MAST Statement of Entitlement 2022

Introduction

This policy has been written taking into account the following:

- The content of the current Agreed Syllabus for Religious Education in Wigan and the Methodist Church documents on teaching Christianity.
- Observed good practice already in place within the school and the Epworth Education Trust
- Suggestions and ideas from staff involved in the teaching of Religious Education across the Epworth Education Trust
- The curriculum entitlement of all pupils in the National Curriculum
- The right of any parent to withdraw their child from lessons in Religious Education.

Due to the essentially cross curricular aspects of this subject, it must also be acknowledged that there are many contributing factors to Religious Education other than the classroom teaching of the subject. Factors such as the general ethos and culture of the school and the approach to Collective Worship will also play a part, but these are not within the confines of this policy document.

Roles and responsibilities

The Local Advisory Board (LAB) and the Headteacher will fulfil their duty to:

- Ensure that RE is provided as part of Bedford Hall Methodist's curriculum.

The Local Advisory Board (LAB) and Headteacher must also ensure that:

- All pupils make progress in achieving the learning outcomes of the RE curriculum.
- The teaching of RE is well led and effectively managed, and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.

- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that we can fulfil our legal obligations regarding RE and pupils can make good progress.

Aims

The principal aim of Religious Education is to aid pupils on their spiritual journey. Every person is on a 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**. Our aim, then, for pupils of all ages, is to provide a framework in which individuals may explore these aspects of their lives.

Within the context of Religious Education our aim, as a Methodist Primary School, is to provide stimuli enabling pupils to:

- Experience the physical world both in and out of the classroom
- Become aware of the mystery inherent in God, life and creation, understanding that there may be things that cannot easily be explained.
- Reflect upon the spiritual dimension in the aesthetic, creative and scientific domains.
- Develop morals, attitudes and understanding of the feelings, beliefs and customs of others and how these philosophies influence people's lives
- Know about the main beliefs, books and celebrations of Christianity, Islam, Judaism and Hinduism and show genuine appreciation and wonder
- Know that all faiths have special beliefs, rituals and books.
- Know about the Methodist Heritage and understand the beliefs and philosophies of Methodism
- Grow to trust in the world as their parish.
- Capture their sense of worth and be inspired to live life in all its fullness
- Understand their calling to show love to others, in all the ways they can.
- Have knowledge of the rule of law, its impact on moral dilemmas and the challenges faced by society today

Statement of entitlement for religious education in Methodist Schools that underpins this curriculum

- The importance of high quality religious education to children's learning and development, as an aspect of curriculum provision;
- The historic, and changing, purpose of Methodist schools in offering a Methodist outlook on matters of faith;
- The expectation that religious education in Methodist schools will reflect Methodist principles, such as 'let everyone enjoy the full and free liberty of thinking for himself'; 'think and let think'; 'if your heart is with my heart then give me your hand';
- The understanding that the role of religious education in state funded schools is to promote academic learning about faith and deep thinking about issues of life and its meaning; the role is never to proselytise;
- The requirement that religious education in both VA and VC schools is compliant with statute and the school's trust deed, and consistent with developments in best practice.
- The study of religious education in a Methodist school must therefore:
- Include teaching about Methodism; teaching about RE themes using Methodist resources

- Either include the Methodist units from the Methodist RE Resource, OR include units about Methodism which are of similar length, depth, progression and quality to those in the RE Resource;
- Incorporate any significant local Methodist heritage
- Represent both Christianity and other world faiths as diverse, deep, varied and vibrant, ensuring that children are prepared for life in our modern world of differing faiths and worldviews; children should learn that most faiths are both global and local.

Teaching

Christianity will be the majority study in RE at Bedford Hall Methodist Primary School.

RE will also:

- Provoke challenging '**big questions**' about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. As well as Christianity, it will also develop pupils' knowledge and understanding of other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, thereby helping to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Curriculum Planning

At Bedford Hall Methodist Primary School, we utilise the 2017 Wigan Agreed Syllabus for Religious Education to compliment the National Curriculum, whilst taking inspiration from our school vision and values to promote courageous advocacy. For many people, religion and belief forms a crucial part of their culture and identity. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage and our curriculum has been designed to enable children to ask and answer these religious, moral and social questions.

To ensure children leave our school with a deep understanding of Methodism, teachers make use of the Methodist Church Guidance of the teaching of Christianity in years 2, 4 and 6. These planned units of work relate to: Belonging Together; Warm Hearts and Commitment to Christianity.

Visits to places of worship and museums are encouraged as a way of bringing RE to life and deepen children's understanding of faith. Visitors of other faiths, cultures and backgrounds are regularly invited into school to contribute to the school's aim to 'love without limits.'

Appendix 1 shows the Curriculum Overview and specific content of RE at Bedford Hall Methodist Primary School.

Curriculum Enhancement

Visits to local places of worship and museums are encouraged as a way of bringing RE to life and deepening children's understanding of faith. Visitors of other faiths, cultures and backgrounds are regularly invited to school to contribute to the school's aim to love others without limits.

Visitors who support the primarily Methodist beliefs of the school have strong relationships with staff and pupils and often support learning and worship, e.g. Members of the Circuit and other Methodist Churches, Methodist School's Visitor and the Minister of Leigh and Hindley Circuit.

Principles for Inclusion including SEND pupils, EAL pupils and Able Pupils:

All children will be provided with opportunities to develop their skills, knowledge and understanding in RE.

All children will have equality of opportunity to achieve their potential. In planning and teaching RE, teachers will have due regard for the following principles:

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ✓ Ensuring challenge and extension when and where appropriate.

Reflection areas

Reflection areas are part of every classroom. They are quiet, invitational spaces that are accessible to all children. They contain a reading area, a prayer space, a symbolic representation of the Holy Trinity, the Methodist symbol of the cross and the Orb and John Welsey's rule for reference. All spaces contain interactive activities around their class Christian Value for children to engage in. These are spaces where children can develop socially, morally, spiritually and culturally through innovative and imaginative techniques. Staff, children and the Worship Committee evaluate the impact of these areas regularly and suggested additions and alternatives are responded to.

Each class studies a Christian Value across the year and partakes in a range of activities around this value. These are as follows:

- 2 Year Old Nursery: Love
- 3 Year Old Nursery: Love
- Reception: Team work
- Year 1: Thankfulness
- Year 2: Generosity
- Year 3: Peace
- Year 4: Forgiveness
- Year 5: Equality
- Year 6: Justice

Reflection areas are hospitable and welcoming to all children and young people, whatever their beliefs or cultural backgrounds. They enable children and young people to interact in their own way with an environment of prayer that includes opportunities to experience stillness, to express their thanks, hopes, dreams, questions and fears, and to explore ways of praying as practised by the saints of old and people today.

Through interaction with these areas, opportunities are provided for children and young people to stop, think and ask questions about their lives and the lives of others locally, nationally and globally, whilst considering the school's aim to learn, love and live without limits. Through class worship, children are supported with ideas on how to use their area to reflect on their experiences, their beliefs, and their relationships with themselves, others and God, and to learn from this reflection.

More information on Reflection Areas can be viewed in our Collective Worship Policy.

Resourcing Religious Education

A wide variety of Religious Education resources are currently available in school. These include children's reference books, teacher resource books, candles and prayer aids from a range of faiths, themed story books linked to topics, Bible sets and children's Bibles, pictorial resources, such as posters and artefacts and ICT and internet resources. Following the Trust emphasis on RE at a recent Inset day, school has purchased a comprehensive set of resources for KS1 and 2 around world faiths. The RE lead is currently undertaking research with the Farmington Institute to develop teaching quality RE through music. For EYFS, a complete set of resources have been sourced and purchased that cover other faiths through the eyes of a child, using soft toys and videos to make these lessons especially appealing to young children.

British Values

All year groups will study British Values as well as Christian Values. Our teaching of British values address the issues of extremism and ensure we have due regard to the need to prevent people from being drawn into terrorism, as outlined in the Prevent Duty. The five British values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

Community Cohesion

RE makes an important contribution to our duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

Bedford Hall Methodist Primary School will use RE to promote community cohesion:

- Through the exploration, promotion and celebration of diversity, beliefs and values.

- At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
- At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.
- At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.

RE subject matter gives particular opportunities to promote a culture of understanding and respect for others, to challenge stereotypes and to build knowledge and understanding of other cultures and beliefs but also of those who choose to follow alternative or different lifestyles. This contributes to promoting an inclusive school ethos that champions democratic values and human rights, ensuring children learn, love and live without limits now and in the future.

Staffing and training

A well trained and confident workforce is crucial in ensuring good quality RE. We will therefore ensure that:

- All teachers can contribute to the teaching of RE, regardless of their personal beliefs.

We will also ensure that:

- All teachers teaching RE are up-to-date with the latest regulations, guidance and best practice regarding RE.
- Our school action plans identify the CPD needs of staff in relation to RE.
- Staff meeting time is assigned for RE Subject Leader to provide updates to staff
- Subject lead and Senior Leadership Team attend training through Methodist Schools to disseminate wider

Right of Withdrawal

Bedford Hall Methodist Primary School recognises the right of withdrawal of pupils from RE at the request of their parents.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.

Where alternative arrangements cannot be met, the pupil may receive their RE externally and may be withdrawn from school for a reasonable period of time to allow them to attend these classes.

Monitoring and Evaluating

- The Headteacher/RE leads monitors Teaching and Learning of RE through learning walks, book scrutinies and pupil interviews.
- Pic Collages are used in pupil books to assess and evidence learning outcomes that are not shown through written RE lessons

- The Worship Committee (including Rev. Wifred Robinson and foundation governors) act as critical friends and further support and challenge the Headteacher/RE leads in providing the best quality RE and worship.
- The Headteacher/RE lead attend conferences and curriculum update meetings and disseminate this to wider school staff
- The Headteacher is responsible for reporting on standards and developments in RE through termly written updates to committees and full Governors.

Appendix 1: RE Lesson Content Overview

BHM RE Curriculum Overview 2024-25

'The unexamined life is not worth living' (Socrates) 'deep calls unto deep' in matters of religion (Lat Blaylock)

	Autumn		Spring		Summer	
2 Year Olds	Diwali 'Learn without limits' Christmas 'Learn without limits'		Chinese New Year 'Learn without limits' Valentine's (stay and play) 'Love without limits' Easter story – making bonnets, Easter hat party 'Learn without limits'		Visit from parent – Islam 'Love without limits' Looking after our earth – courageous advocacy 'Live without limits'	
	Our Christian value – Love – feeds through planning across the year 'Love without limits'					
2 YO Stories/Rhymes/ Songs	The Nativity (Usbourne) When Santa Got Stuck Up The Chimney Jingle Bells 'Learn without limits'		Easter Story Books around Love (Valentine's Day) 'Love without limits'			
Pre School	Joining in with family customs and routines Recognises and describes special times or events for family or friends - Diwali - Christmas - Harvest - Bible stories 'Learn without limits' Similarities and differences 'Love without limits'		Remembers and talks about significant events in their own experiences - Easter story - Bible stories 'Love without limits'		Talks about past and present events in their own life and in the lives of family members - Chapel visit - Bible stories 'Love without limits' Environmental issues – plastic in the ocean Local litter pick – Methodist link do all you can. Courageous advocacy 'Live without limits'	
Pre School Stories/Rhymes/ Songs	I'm special, I'm me Only One You A Wet and Windy Harvest for Puddles Puddles and the Christmas Play		It's okay to be different In the Beginning My Christian Family Seven New Kittens All Kinds of People		My World, Your World The Tiny Ants My Muslim Family God's Quiet things My Christian Family	
Reception	Being Special 'Learn without limits'	Christmas 'Love without limits'	Special Stories 'Learn without limits'	Easter 'Love without limits'	Special Places 'Live without limits'	Special People 'Live without limits'
Reception Stories/Rhymes/ Songs	Riley Can Be Anything My Christian Family Belonging and believing- My Hindu family 'Live without limits'	The Bible Story Book 'Learn without limits' Puddles and the Christmas Play	The Bible Story Book 'Learn without limits' The Baby Birds Puddles and the St Francis Service	The Bible Story Book 'Learn without limits' Puddles and the Happy Easter Day My Muslim Family	The Best Place in the World 'Live without limits' Puddles Lends a Paw Belonging and Believing: My Baha'l family	Special People, Special Ways 'Love without limits' Hats of Faith My Buddhist Family The Swirling Hijab

			A Wedding day wish for Puddles			Puddles and the Christening Splash
Year 1	<p>What does it mean to belong? ‘Love without limits’</p> <p>Big Questions Who am I? Where do I belong? Exploring identity p.4-8</p>	<p>Why do Christians celebrate Christmas? ‘Love without limits’</p> <p>‘Learn without limits’</p>	<p>What do Christians believe? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Big Big Questions song resource P18-23</p>	<p>How and why do Christians celebrate Easter? ‘Love without limits’</p> <p>‘Learn without limits’</p> <p>‘Christians’ Resource How do Christians across the world celebrate Easter? P 15-20</p>	<p>Why do Christians love to tell stories about Jesus? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Inspiring RE - ‘Christians’ What do Christian believe about Jesus pp4-8</p>	<p>What does it mean to be part of a Jewish family? ‘Love without limits’</p> <p>‘What Happens in...’ Cut away synagogue diagram</p>
Year 2	<p>How do we show we care for others? ‘Love without limits’</p>	<p>Why and How are Christmas and Chanukah celebrated? ‘Love without limits’</p>	<p>Who is an inspiring person? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Big, big questions song resource Special Kinds of heroes p34-39</p> <p>Inspirational People Resource Who helps and cares? How and why? P- 4-9 What makes an Inspirational Person? p.10-14</p>	<p>‘Belonging together’ METHODIST UNIT Learn, Love, Live: Without Limits</p>	<p>What can we learn from Christian and Jewish creation stories? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Big Questions – Religion and the Environment p4-6 What are stories of creation?</p> <p>Big, Big, Questions song resource 1. Wonderful World 2. Music Maker</p>	<p>What do Muslims believe? ‘Learn without limits’</p> <p>‘What happens in...’ cutaway Mosque</p> <p>‘Inspiring RE’ – Muslims Inspiring People ‘Why is Hany El Banna inspirational to Muslims p21-27</p> <p>Big Questions Investigates God pp10-14 What do Muslims believe about God?</p>
Year 3	<p>What makes some books sacred? ‘Learn without limits’</p> <p>‘Muslims’ resource book Why is the Qur’an treated with such respect? P20-26</p>	<p>What are the deeper meanings of festivals of light? ‘Love without limits’</p>	<p>What do people believe God is like? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Big big questions song resource How we need you p24-29 Bring it all to me p30-33 Down to Earth p.40-45</p>	<p>What matters to Christians about Easter? ‘Love without limits’</p> <p>‘Christians’ Resource How do Christians across the world celebrate Easter? P 15-20</p>	<p>What is worship? ‘Love without limits’</p> <p>Investigating Worship What is worship? How do Christians and Muslims worship God? P4-8 What happens during worship at a church and</p>	<p>What qualities to leaders of religions demonstrate? ‘Learn without limits’</p> <p>‘Live without limits’</p> <p>Inspirational People Rev Kate Bottley p18 Judith Kaplan and Julie Neuberger p29-31</p>

					a synagogue? P9-14	
Year 4	<p>Can religious teachings help us to decide the best way to live? 'Love without limits' 'Live without limits' Big Questions What would happen if everyone was peaceful? P.9-14</p> <p>Inspiring RE Christians – How do Christians decide how to live? P.21-26</p> <p>Big Big Questions song resource Build up p76-79</p>	<p>How is Christmas celebrated in other cultures? 'Love without limits'</p> <p>Investigating Religion and the Environment Can religious festivals do more to keep the environment clean and the Earth safe? P15-20</p> <p>'Investigating Worldviews' How do people celebrate Christmas? P19-27</p>	<p>Why is pilgrimage important to some religious believers? 'Love without limits'</p>	<p>'Warm Hearts' METHODIST UNIT Learn, Love, Live: Without Limits</p>	<p>Where, how and why do people pray? 'Learn without limits'</p> <p>'What happens in...' cut away places of worship</p> <p>Inspiring RE 'Christians' - The Lord's Prayer</p>	<p>How are faith communities represented in Wigan? 'Learn without limits'</p> <p>Place of worship visit</p>
Year 5	<p>What are the five pillars of Islam? 'Learn without limits'</p> <p>'Muslims' resource book How do the Five pillars help Muslims express their faith? P15-19</p>	<p>How can art, architecture and poetry express belief? 'Learn without limits'</p>	<p>What is important in Jewish life and worship? 'Learn without limits' Investigating Worship What happens during worship at a church and synagogue? P9-14</p>	<p>Why is Easter so important to Christians? 'Love without limits'</p> <p>Inspiring RE Christians How do Christians across the world celebrate Easter? p. 15-20</p>	<p>Why do believers see life as a journey? 'Live without limits'</p> <p>Inspiring RE 'Right and Wrong' p15-20 Big Big Questions We're on this Road p.62-69</p>	<p>Anti-Racism METHODIST UNIT 'Love without limits'</p>
Year 6	<p>Why, where and how do Hindus worship? 'Learn without limits'</p> <p>Big Questions What do Hindus believe happens when you die? P21-26</p> <p>Investigating God</p>	<p>Can religions help to build a fair world? 'Love without limits' 'Live without limits'</p> <p>Big Big Questions Bad times won't last P46-53</p> <p>Living Without God resource</p>	<p>How are faith communities represented in the UK? 'Learn without limits'</p>	<p>'Commitment to Christianity' METHODIST UNIT Learn, Love, Live: Without Limits</p>	<p>Who has made a difference because of their beliefs? 'Learn without limits' 'Live without limits'</p> <p>'Inspirational People' Jewish Women p28-32 How are people inspired by their faith p15-20</p>	<p>Why do some people believe in life after death? 'Learn without limits' 'Live without limits'</p> <p>Inspiring RE 'Big Questions' What do Hindu's believe happens when you die? P21-26 'Living without God'</p>

	What do Hindu's believe about the idea of a supreme being? P.15-19	for contrasting view				What happens when you die?' p27-32
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