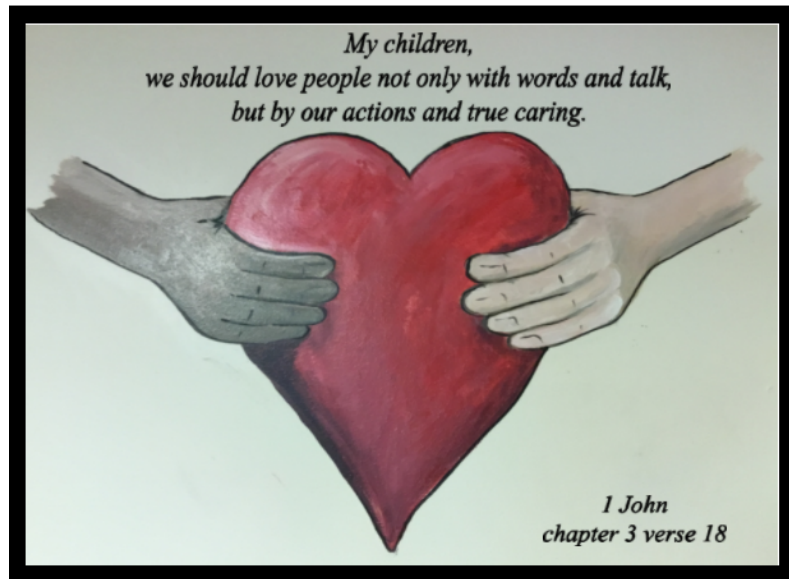


**St Luke and St Philip's Primary School a Church
 Religious Education (RE) Policy**



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



DOCUMENT PURPOSE

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St Luke and St Philip's Primary School. Our school has a Church of England foundation. We will promote Christian values within the school as exemplified by the life and teachings of Jesus Christ. We will recognise the children as individuals and educate them according to their rights in law, whilst providing opportunities for the children to fulfil their potential mentally, physically, socially, emotionally, aesthetically and spiritually.

Throughout St Luke and St Philip's Primary School Religious Education contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas, and are implicit in the ethos of the school.

- **Spiritual Development** – We will nurture and enrich the spiritual development of all members of the school family and encourage pupils' discovery of God the Creator and wonder of the world.
- **Moral Development** – based on the teachings of Jesus we offer pupils a secure foundation stone for learning.
- **Social Development** – we enrich pupils' understanding of what it means to live in a Christian community where to love one another, respect and responsibility is put into practise.
- **Cultural Development** – we provide opportunities to develop an understanding of Christianity worldwide and the impact on millions of people.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the Religious Education Curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

As a school we follow the recommendations as set out in the Religious Education Statement of Entitlement.

"In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners."
RE Statement of Entitlement: The Church of England Education Office 2016

"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%."

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

The aims of Religious Education in **Church Schools** are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

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

Appropriate to age at the end of their education in Church schools 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 other 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.

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 school will also help pupils to:

- learn *about* other 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 school will 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 other 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 school will 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 other 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.

Teaching About World Faiths and World Views

As 'Schools of Faith' Church of England schools recognise the common search of all humanity for ultimate truth and relationship with the divine. The secular assumption that there is no reality beyond the physical world is ultimately sterile. There is a divide between those with a religious faith and those for whom religion is meaningless. It is entirely appropriate and necessary in today's world, therefore, that respect for the great world faiths is fostered in RE within a church school. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

A positive outcome of this approach is to provide learners with a greater understanding of the world and society in which they are growing up. Another outcome is that learners will be able to see the faith of others in relation to their own. Both of these outcomes contribute to building up harmonious relations within communities, promoting inclusion for all and combating the evils of racism. Parents not of the Christian faith who seek a place for their children at a church school

often express the view that their faith itself is respected. In a church school there should be opportunities for their children to grow in the understanding of their own faith.

IMPLEMENTATION: Distinctiveness in the RE Classroom

Planning and Preparation will include:

- Opportunities to explore the experience of the Church's year;
- Study of the story of the local Christian community with its saints and martyrs;
- Visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the church as a living community;
- Welcoming visitors from the local parish to share their experience of Christian belief and life;
- Liaise with the local parish to enable these visits and links to occur.

The classroom environment will provide:

- High quality, interactive displays that reflect the Church's year;
- Displays of the best Christian writing and reflection;
- Support for the pupils' confident use of religious language;
- A well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts;
- The facility to listen to Christian psalms, hymns and spiritual songs from a wide variety of traditions;
- Access to Christian artefacts that are used with care, respect and confidence;
- A sacred space that can be used as a focus for prayer and silent reflection;
- Encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule.

The Quality of Teaching in RE relies on Teachers Who:

- Have excellent subject knowledge and the ability to speak with confidence about Christianity, the Anglican tradition and the other faiths studied;
- Are willing to speak about their personal beliefs and doubts;
- Show respect and sensitivity for their pupils as they search for personal faith and meaning;
- Are able to use religious language accurately;
- Provide opportunities for prayer and spiritual reflection in their classrooms.

Taken from The National Society's Document *Excellence and Distinctiveness Guidance on RE in Church of England Schools* document (October 2005)

THE ORGANISATION OF THE TEACHING OF RELIGIOUS EDUCATION AT ST. LUKE & ST. PHILIP'S C.E. PRIMARY SCHOOL

In order to achieve the above aims, all teaching staff, support staff, and parents are expected to set a positive example and to encourage children to fully participate in Religious Education lessons. Topics are taught using a variety of techniques, including design, role play, visitors and class visits. Subject planning and evaluation is at a class level, on a half-termly basis. The scheme of work is allocated to groups of pupils according to class and is timetabled on a weekly basis. We follow the Blackburn Diocese Board of Education RE Syllabus for Church School. Non-teaching staff are active participants in the lessons and assist on visits to places of religious importance.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage profile sets out the early RE skills and knowledge as part of social and emotional development and Understanding the world, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum. Children in Reception should be involved in Religious Education activities at an appropriate level with appropriate interest. Reception-aged children will follow the Chatterbox units. Learning for these children may be organised as whole-class or small-group activities.

RECORD KEEPING, ASSESSMENT AND REPORTING

Schemes of work will provide a detailed account of the actual work covered. Staff will produce plans with the level at which the task requires children to work. The RE leader will be responsible for collating a moderation file which will contain evidence of work done at age appropriate levels. Each class teacher will collate whole class activities / responses in an RE Reflection Book. Throughout the year the teacher will assess this work half termly in accordance with the attainment targets.

PRESENTATION/DISPLAY

Emphasis will be made to encourage pupils to take a pride in the standard, quality and presentation of their work. Pupils will be given opportunities to perform moral plays at suitable junctures, such as in a whole school context i.e. assemblies, or as part of class activities. At all times staff will expect and demand that pupils produce work and behave in a way which fully reflects their best abilities.

IMPACT: THE QUALITY OF LEARNING IN RE ENABLES:

- High achievement in RE reflecting its importance in a church school;
- Pupils to be enthusiastic about their work in RE;
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity and the Anglican tradition;
- Pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Pupils from other faith backgrounds to understand and be encouraged in their faith;
- Pupils with no religious background to face the challenge of the Christian faith;
- Pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

This Religious Education policy applies equally to boys and girls and no difference will be made between the two genders. Work connected with this policy will appeal equally to boys and girls and reflect the diverse cultural backgrounds experienced by our pupils. Children of all abilities will be expected to participate in keeping with their abilities and maturities. Work will be adapted to differentiate for differing abilities.

SAFETY

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

PARENTAL RIGHTS OF WITHDRAWAL IN A VOLUNTARY AIDED SCHOOL

Parents may withdraw their children from Religious Education as they may in any school. The Church of England Board of Education and the Methodist Church states that:

‘The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. 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 or Methodist Church 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 should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the Governing Body to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the Agreed Syllabus. The Governing Body **should** make provision unless the circumstances make it unreasonable to do so.

Should the Governing Body be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

RESPONSIBILITIES

- All relevant staff will ensure that the RE curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to RE are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in RE regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and RE materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

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

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

OTHER RELATED POLICIES

All subject policies should indicate their contribution to Religious Education in school.

- PSHEC
- Anti- Bullying
- Drug Tobacco Alcohol Education
- Science

- SEN
- Child Protection.
- Equal Opportunities.
- Inclusion
- Behaviour Policy
- Health and Safety.
- English as an Additional Language (EAL)
- Curriculum
- SMSC

Policy reviewed: June 2021

Policy reviewed by : Mrs S Patel

Agreed by governors: _____

Next review date: June 2023