



St Luke and St Philip's Primary School a Church of England Academy 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 practice.
- **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.

A Statement of Entitlement

RE in Church Schools – A Statement of Entitlement (Church of England - February 2019)

“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together: *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequential learning about a range of religions and worldviews; fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal

requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.”

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school’s trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. 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% in key stages 1-4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered. Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Developing staff expertise and knowledge: confidence specialism professionalism

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE to know how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing committee which is monitoring standards in RE effectively.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors or academy equivalents
- their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

IMPLEMENTATION: Distinctiveness in the RE Classroom

Planning and Preparation will include:

- Following the Blackburn Diocese Board of Education RE Syllabus for Church School.
- 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 a variety of 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 and other places of worship to share their experience of Christian belief and life;
- Liaise with the local parish and other places of worship to enable these visits and links to occur.
- High quality teaching of non-Christian faiths and world views.

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 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 Art, 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.

Teaching About World Faiths and World Views

At least two-thirds of RE teaching time will focus on Christianity, with the remaining time focusing on the teaching of non-Christian faiths and world views, predominantly Buddhism, Hinduism, Islam, Judaism and Sikhism. 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.

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. Each class teacher will collate whole class activities / responses in an RE Reflection Book. Individual responses will be recorded in children's individual class books. Throughout the year the teacher will assess this work half termly in accordance with the unit objectives.

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.

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 Committee 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 Committee 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.

Spiritual, Moral, Social and Cultural (SMSC) development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity – Father, Son and Holy Spirit. The Religious Education (RE) curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

Spiritual development

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful. Psalm 139.13-14

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

This is promoted through:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

Moral development

Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect. Romans 12.2

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

This is promoted through:

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity;
- developing mutual respect across racial and religious divides;
- recognising that people's rights also imply responsibilities;
- developing a sensitive conscience.

Social development

As I have loved you, so you must love one another. By this everyone will know that you are my disciples. John 13.34-35

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

This is promoted through:

- developing a sense of empathy, compassion and concern for others;
- building relationships within the school and between the school, the parish and the local community;

- considering how Christian beliefs affect decisions at local and national level;
- investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Cultural development

There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.
Galatians 3.28

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multicultural faith that has an impact on the lives of millions of people.

This is promoted through:

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

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.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics covered in RE such as exploration of faith and reflective development may prompt discussion or work in books relating to children's personal experiences and relationships. If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access online and be guided to validate the accuracy of information.

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: January 2026

Policy reviewed by : Miss E McGarry

Agreed by governors: _____

Next review date: January 2028