



RE Policy
St Luke and St Philip's Primary School
A Church of England Academy

MISSION STATEMENT

Our Cidari mission is: 'To provide high quality education for all children based on clearly established Christian values and principles.'

VISION STATEMENT

Our vision statement is: '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.'

CHRISTIAN VALUES

Christian values of 'Truth, Trust, 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.

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 teaching 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 RE 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 teaching of Religious Education for all staff, governors and parents. It is also intended for the use of The Diocese Advisory Service and The Academy Trust 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 and members of the School's Governing Body. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

The Importance of Religious Education

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Taken from the QCA document *Religious Education The Non-Statutory National Framework*
ISBN 1 85838 574 1

RE in a Distinctively Christian School

In an Anglican school, the educational process is rooted in the living faith of the school. This goes beyond the ethos of the school to affect the planning and teaching in every curriculum area. Religious Education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school.

In developing this distinctive approach to RE schools should consider what lies at the heart of the Christian faith. This can be expressed in relation to the QCA's two attainment targets.

Learning about Religion

We learn about:

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

Learning from Religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it;

- Responding personally to the transforming power of Jesus Christ;
- Developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm;
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement;
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

RE does not exist in a vacuum; it comes as a challenge to the learner's existing values and practices. It involves and confronts the individual in a way no other subject can. As Rowan Williams has observed, RE should help pupils see why religion is a deep and serious matter. A vision of education inspired by Jesus Christ is a catalyst for a process of formation for the whole person and the whole human family.

RE is key to fulfilling the purpose of a church school as described by the late Lord Runcie when he was Archbishop of Canterbury:

- to nourish those of the faith;
- to encourage those of other faiths;
- to challenge those who have no faith.

Maintaining the balance between these intentions will always require skill and tact and will need to reflect local circumstances.

Therefore, RE in Church Schools Should Help Pupils To:

- think theologically and explore the great questions of life and death, meaning and purpose
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society;
- develop the skills to handle the Bible text;
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- respond in terms of beliefs, commitments and ways of living;
- 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 them in difficult circumstances and in the face of opposition.

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.

Therefore RE in Church Schools Should 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;
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

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;
- Liaison 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 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.

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.

THE ALLOCATION OF TIME TO RELIGIOUS EDUCATION

At least 5% of the timetable will be allocated to the discrete teaching of RE. Where appropriate, links will be made to other subject areas, through our skills-based curriculum.

MATERIALS AND RESOURCES

Display and topic resources for Religious Education are collected and stored in the Religious Education cupboard in the school hall. They are organised into topic boxes and staff are encouraged to give children as much opportunity as possible to explore the religious artefacts provided. Teacher resources are stored in a central location and there is a large range of resources stored on the server. Age-appropriate class sets of Bibles are stored on top of the RE cupboard. All classes have copies of Bibles in their classroom and there is a selection of Bibles in the Library. There is also a large selection on Religion in the Library for both staff and children to utilise.

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.

EARLY YEARS

Pre National Curriculum children in Nursery should be involved in Religious Education activities at an appropriate level with appropriate interest. Reception-aged children will follow the Scheme of Work, ensuring that they are working towards the learning goals in the Early Years Foundation Stage Profile. 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 annotate activities on medium term 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 levels 1-5 for attainment targets 1 and 2. Each class teacher will collate whole class activities / responses in an RE scrap book. Throughout the year the teacher will assess this work in accordance with the levels and attainment targets.

An annual end of year report will summarise each pupil's attainment during that year.

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.

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.

EXPECTATIONS

At all times staff will expect and demand that pupils produce work and behave in a way which fully reflects their best abilities.

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.

Policy reviewed: June 2016

Agreed by Governors: _____

Next review date: June 2018