

St. Luke's CE Primary School

Religious Education Policy

Our Vision

St. Luke's, through its church values and inclusive vision, celebrates diversity and difference, nurture's children's academic, emotional and spiritual growth.

Through the teachings of Christ, we promote love, forgiveness, compassion, patience, trust, thankfulness, friendship.

Our St. Luke's family, circle of strength, whatever their faith, joined in love, kept by God.

Aims and Intentions:

In this Church of England school, Religious Education enables our children to investigate and reflect on fundamental questions linking to our core Christian Values. We use an enquiry approach to learning that engages with biblical text and helps children to develop religious and theological literacy. We also believe it is essential to celebrate our multi-faith community by further developing children's knowledge and understanding of major world faiths with links to Christianity. Prayer and reflection enable our children to delve into the deeper meaning of life and the existence of the divine spirit. We feel it is of essence to enable our children to understand Christianity as a living faith that influences the lives of people worldwide and as a religion which has shaped British culture and heritage. Children reflect on what it means to have a faith and are led to develop their own spiritual knowledge and understanding.

The aims of Religious Education are to help children:

- Engage with the living faith of the school
- Be educated for life in all its fullness
- Develop a sense of themselves as unique individuals with belief and resilience at the core
- Understand how religious faith can provide a vision to sustain and develop their spiritual and personal growth
- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and values which exist in Britain
- Understand and explain what it means to be committed to a religious community
- Develop an understanding of religious traditions to appreciate the cultural difference in Britain today
- Have respect for other peoples' views and to celebrate the diversity in society

Our legal responsibility

Our Religious Education curriculum meets the requirements of the 1988 Education Reform Act (ERA). The ERA states that religious education is compulsory for all children, including those in reception class who are less than five years old. Following the ERA guidelines, we allow parents to withdraw their child from religious education classes if they wish, although this is only done once the parents have given written notice to the school governors. At St. Luke's, children and 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. Our religious education curriculum forms an important parts of our school's spiritual and moral teachings. It also promotes education for our TenTen curriculum, Rainbow Flag award and education for citizenship. Our school RE curriculum follows the the Bury Agreed Syllabus 2021-2026 and we use 'Understanding Christianity' as support resources.

Implementation and Principles of Teaching and Learning

Religious Education is taught from EYFS to Year 6. Within that, the balance of time allocated ensures 70% of the curriculum dedicated to the teaching of Christianity and 30% dedicated to other faiths. We ensure that children access the very highest standards of RE teaching and it is always led by the class teacher. It enables children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. **MAKE SENSE OF BELIEF, UNDERSTAND THE IMPACT and MAKE CONNECTIONS.**

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping the children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity, adapted to the ability of the child
- using classroom assistants to support the work of individuals or groups of children

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 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.

Religious Education in Church Schools 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 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 Church Schools 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 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.

Curriculum Planning and schemes of work:

At St. Luke's C of E Primary School, Bury Agreed syllabus 2021-2026 to deliver Religious Education. We enhance our curriculum by using the 'Understanding Christianity' resource to give deeper insight into Christianity. Our planning is set in three phases:

Long term plans for each year group – these ensure RE learning is sequential and topics are relevant to our children. It ensures that children also learn about other faiths and it gives them the opportunity to build on their understanding. The R.E lead is responsible for producing the long term planning.

Medium term plans – These plans map out the RE units that will be covered each half term for each year group. The teacher is responsible for ensuring that the units are taught in the correct sequence and within the correct time frame.

Short term plans – These plans list the specific learning objectives to be covered in each lesson and detail how learning will take place and the provision which is going to be made for all children to participate and make progress in their learning. These plans have been produced the Bury Agreed Syllabus but have been condensed. It is the responsibility of the RE lead to check each half term.

Learning Environment

Teachers promote a stimulating and enriched learning environment where children feel safe to take risks, learn from their mistakes and understand that hard work and effort make a difference. In every classroom, we have a reflection area and an RE working wall which facilitates learning and displays vocabulary.

Throughout school, displays are dedicated to RE and we celebrate our Christian Values through these. We also have displays dedicated to other faiths, predominantly; Islam, Hinduism and Judaism. There is also reflection areas in the main foyer and the large hall which are used regularly.

Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy curriculum have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability. Discussion is promoted through the use of Picture News resource.

Personal, social and health education (PSHE/TenTen) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching religious education to children with special needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Expectations for presentation of books

The date will be written on the top line with the learning intention written neatly underneath and underlined. Children will miss a line before starting their writing.

Handwriting in books will follow the handwriting policy as set by the literacy lead. Images and diagrams must be drawn in pencil and coloured in neatly using pencil crayon.

Scrap books can be written in by the teacher or the pupils. These books show our children's learning journey when they have worked collectively as a class. These books may contain printed lettering, images, handwriting, examples of children's work. Each page should be clearly dated with the learning intention.

Assessment and recording

We assess children's work in religious education through observations during lessons. We mark books using our marking policy. We ensure that children's work is held in the same regard as other subjects with a focus on handwriting, presentation according to the child's ability. Using pencil to draw and colour in using pencil crayon. In addition, we have class scrap books which are used throughout the year to record more practical pieces of learning.

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