

St. Luke's CE Primary School Formby

Policy for Religious Education

**Reviewed by Curriculum and Community Committee, March 2017
Agreed by Full Body March 2017
To be next reviewed Spring 2019**

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R.E. Policy

This subject policy is one in a series that makes up the “whole curriculum” statement for our school. The policy states the school’s philosophy about how R.E. will make a contribution to pupils’ education.

1. Aims

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Luke’s CE Primary School we develop the children’s knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We aim to help the children learn *from* religions as well as *about* religions.

1.2 Effective teaching and learning of religious education:

- Provides children with an insight into the nature of religion, and what it means to be religious, developing an understanding of religious traditions and an appreciation the cultural differences in Britain today
- Helps children to acquire and develop those skills which enable them to appreciate religious ideas and practices
- Allows children the opportunity to be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Encourages attitudes of openness and sensitivity to people whose religious beliefs and customs may be different from one’s own and to have respect for other people’s views, and celebrate the diversity in society
- Provides in particular an awareness and understanding of Christianity, and of the part it has played in shaping the cultural and social life of Britain
- Helps children identify those areas of human life and experience in which religion plays a significant part
- Explores the relation between religion and other areas of experience and knowledge
- Fosters a sense of awe, respect and wonder
- With other areas of the curriculum, contributes towards the children’s moral development

2. Equal Opportunities

All children have equal access to the Religious Education Curriculum in order to achieve their full potential. This is achieved by differentiation - setting tasks to meet individual needs. We aim to ensure that RE lessons are free from gender bias and that ethnic and cultural diversity will be recognised in a positive way.

3. Planning

Year group members of staff complete short term planning; with reference to the Medium term plans. Long and Medium Term planning is reviewed and monitored by the R.E. Co-ordinator

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4. Organisation

R.E. is taught as a discrete subject for approximately 50-60 mins per week in KS2 and 40-50 mins per week in KS1.

R.E. is taught through themes, currently using The Sefton Agreed Syllabus 2012, and staff have access to the Liverpool Diocesan Syllabus as a resource to use, where appropriate.

5. Teaching and Learning Strategies

R.E. is usually taught as a whole class lesson, with tasks completed by small groups or individually, as and when required. Learning builds on children's earlier experiences and understanding of religious concepts. In line with the whole school curriculum policy, children learn in different ways and this should be reflected by how different subjects are approached, taking into account the needs of individual children and the age of the class. A broad range of teaching methods are used, including practical activities, handling artefacts, class visits to places of worship, visitors into school, use of computers, tablets and Interactive Whiteboards, drama and role play, which all provide interesting and memorable experiences relevant to the children's needs.

6. The Foundation Stage

6.1 We teach religious education to all children in the school, including those in reception.

6.2 In reception classes, religious education is an integral part of the learning covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the religious education aspects of learning to the Early Learning Goals underpinning curriculum planning.

6.3 EYFS prime areas of learning addressed through RE:

Communication and language development involving giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Personal, social and emotional development involving helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

6.4 EYFS specific areas of learning addressed through RE

Literacy involving encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write for themselves.

Understanding of the world involving guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involving supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design/technology.

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7. Resources

Year groups have relevant resources for their themes. Shared resources are centrally stored in labelled boxes in the loft. There are also useful resources on the computer network, such as World Religions and a Local Church Study.

The R.E. Co-ordinator has a budget and will liaise with staff to check what is needed annually.

8. Accommodation

R.E. lessons are mostly taught in the classroom. Visits to St. Luke's Church and other places of worship are organised, including visits to the Cathedral (Y4 Advent, Y2 Epiphany, Y6 Leavers service.) School grounds and the local area are also used to celebrate the awe and wonder of God's world.

9. Adults other than Teachers

Voluntary helpers often support during group work, visits to Church, etc. External visitors are invited to talk on relevant topics, particularly about what it means to them to be a Christian.

10. Pupil Progression

As the children mature, their religious understanding and spiritual development will deepen. Teachers can enhance this by their use of appropriate language in religious education lessons and levels of questioning and discussion.

11. Assessment

Marking of work will promote learning rather than comment on presentation. The introduction of "floor books" and/or R.E. class books has supported progression across the school.

12. Recording/Reporting to parents

From Y1, in line with whole school Assessment Policy, a verbal report is given in the autumn and spring. A full written report is given in the summer term.

13. Staff Development

The R.E. Co-ordinator will inform staff of courses available and the R.E. Co-ordinator will arrange INSET as appropriate.

The RE co-ordinator provides INSET at least once a year.

14. Review and Development

The policy will be amended and reviewed by the Governing Body's Curriculum and Community Committee as and when necessary, but at least once every two years.

Fiona Govan