



We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.

# **St. Luke's CEVA Primary School**

## **Religious Education Policy**

October 2018

**At St. Luke's CEVA Primary School** we aim to create a positive, safe and secure learning environment based upon mutual respect and high expectations, so that all members of the school community can excel and enjoy a full school life. This reflects our belief that every child is unique to God and entitled to be given opportunities to be the best that they can be.

### **Our aim:**

**To create positive relationships through mutual respect and care**

*Following the example of Jesus we aim to build on our Core Christian Values (CCV) of Compassion, Forgiveness, Respect, Perseverance and Trust*

### **We use our values to:**

**Ensure we understand that we all have rights and responsibilities**, believing that everyone in the school is important and has the right to be valued. We expect each individual to respect others, their families, their cultures and beliefs - ensuring fairness/ equity of treatment for all:

**Encourage self-discipline** and a reflective mind-set, where pupils are able to recognise and manage their own behaviour and treat each other and staff with courtesy;

**Lead by example:** Adults are key role-models and should at all times set a good example - being assertive, consistent, fair, approachable and willing to listen;

**Work in partnership** to form positive relationships with parents and carers and to develop a shared responsibility in the implementation of the school's policies;

**Demonstrate consistency** of response to both positive and negative behaviour;

**Challenge:** to ensure that all lessons fully engage and meet the needs and interests of all students;

**Enable pupils to be proud of St. Luke's:** to encourage all students to take pride in their academic work and enrichment activities whilst representing the school in competition and in everyday appearance.

## **St. Luke's is a school where;**

- Christian teaching, worship and values establish an ethos of co-operation and care, where everyone is willing to listen and where everyone expects the same high standard of common courtesy and behaviour.
- Children and adults want to learn and experience rich, creative, well planned and well resourced curriculum of learning activities, which promote excellence.
- We all work in partnership, valuing and respecting each other, understanding our different responsibilities but all engaged in the task of improvement.
- Children and adults teach and learn in a clean, safe, enjoyable and non-threatening but stimulating environment, which is cared for, and valued by all.
- We recognise that each person is unique and has equal rights within a setting of tolerance and understanding.

### **Origin and nature of this policy**

This policy is the result of discussion with staff and at senior leadership level following classroom observations across the whole school. It is a working document, which is reviewed regularly and outlines a basic level of good practice and provision that is to be matched in all classrooms. It is not intended to be a final statement on all matters pertaining to good teaching and learning within Religious Education. There are a number of areas where practice and provision may be identified for further improvement following monitoring. This policy statement has and will continue to develop over time.

### **The Nature of Religious Education (RE)**

Religious Education is a statutory subject within the basic primary curriculum. It has equal standing in relation to National Curriculum subjects. RE is an important element in promoting the holistic development of the child. Every child learns in a way that is unique for that child, but all children learn more effectively when they are motivated.

RE at St Luke's follows the requirements of the Chelmsford diocesan scheme of work, and selects additional units from the 2016 Newham Agreed Syllabus to ensure that all children are learning about and from the Christian faith and other principal religions in the UK.

RE makes contributions to the spiritual, moral, social and cultural development of the child, seeking to provide experiences from which to learn about and from religion.

RE at St Luke's gives a perspective of the Christian way of life which includes care and respect for others (including those of other faiths or none), self discipline and charity to others less fortunate. As part of a multi-faith community it is essential our children should gain an understanding of other faiths so that through their understanding, tolerance and respect will grow. In addition to the input of the school staff, the vicar of St. Luke's and

other visitors have an important role in helping children grow in knowledge and understanding of religion.

### **Aims and Objectives**

- To maintain and/or stimulate pupil curiosity, interest and enjoyment in RE.
- To enable pupils to be familiar with a body of religious knowledge, principles, skills and vocabulary.
- To encourage reflection, questioning and reasoning to enable decision making.
- To help pupils to distinguish between right and wrong and to be aware of the consequences of their own action.
- To allow all pupils to have equal access to RE and to experience success and enjoyment in their RE work.
- To promote a respect for the faiths represented in the community around the school, and the rights of individuals to follow a faith of their choosing.
- To provide the opportunity for sharing knowledge and develop understanding of other faiths.
- To understand how beliefs, values and practices affect people's lives.
- RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.
- Awaken and develop an awareness of the spiritual dimension in life.

### **The allocation of teaching time for religious education**

The diocesan syllabus is based on the expectation that the following **minimum** times be given to religious education:

Key Stage 1: 36 hours per year (50 minutes a week)

Key Stage 2: 45 hours per year (1 hour and 17 mins a week)

The time allocation can be blocked.

### **Time allocated to teaching Christianity**

It is recommended that in VA church schools between two-thirds and three-quarters of the religious education curriculum time is spent in the study of Christianity and that other faiths and world views are covered in the remainder of the time. This proportion of time spent on Christianity is essential to fulfil the requirements of the distinctive Christian character of the school (see appendix 1).

### **Early Years Foundation Stage**

Religious Education is not taught as a curriculum area. Links to religious and human experience are to be found in the Newham Agreed Syllabus, along with resources for

teaching RE. Within the EYFS RE links directly to the early learning goals within **Social development, Emotional development and knowledge and Understanding of the world**. RE is taught in relation to festivals throughout the year, discreetly through story books/and religious story sessions, using spirited play. Teachers monitor a child's development within these early learning goals.

### **Key Stage 1 and 2**

There is a systematic study of Christianity and opportunities to learn about the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism) and a non-religious world view such as Humanism. The units highlight opportunities to learn outside the classroom as well as creatively through the arts.

### **Planning**

Teachers together have agreed what units will be taught across the school. These units are taken from the diocesan and Borough schemes of work providing a basis for teachers to plan from.

Teachers should plan so that pupils can make balanced and informed choices and decisions, critically evaluate alternative choices, decisions, faiths and beliefs and understand and use religious terminology and explanations.

Pupils should be able to express information in a variety of forms and obtain information from various sources. They should be able to apply their knowledge and understanding in a range of contexts.

Sessions should be planned so that pupils can share their opinions, beliefs, experiences and culture with others in order to enhance the quality of learning. Lessons should also foster a respect and informed judgements within the pupils for each others backgrounds, beliefs and cultures from a position of understanding.

### **Teaching Strategies**

RE is taught using a range of teaching strategies in order to ensure that all pupils can access the subject using different learning styles. (see Teaching and Learning Policy)

### **Assessment and Record keeping**

Parents are given a written report on their child's progress and a achievement in RE annually, and at the end of Key Stage two all children are given a level of achievement for RE.

### **Equal Opportunities**

All cultures and beliefs are respected at St. Luke's and pupils are encouraged to find out about unfamiliar faiths and cultures, which are not represented within the school but are

evident in the local community. Pupils are encouraged to develop their own thoughts and opinions about their lives and faith experiences and choices.

### **Special Educational Needs**

The needs of all pupils are met through differentiated activities where appropriate. No child should feel excluded from an RE activity and teachers will plan activities to include all pupils.

### **Resources**

There are a range of artefacts, posters, photographs and books that support the teaching of RE. These are all stored in the RE resource area. The resources are reviewed and replenished on a regular basis to ensure high quality of resources are maintained. The co-ordinator is responsible for managing and organising these resources but all staff have a responsibility to care and store them appropriately.

### **Monitoring**

Head, RE leader and senior teachers regularly monitor teachers' planning and feedback is given with targets for improvement included where appropriate. The quality of teaching is observed within school improvement priorities.

### **Right to withdrawal from RE**

Parents have the legal right to withdraw their child from RE after consultation with the head teacher. In this case alternative arrangements will be made for the pupil during RE lessons.

### **The Religious Education leader Role:**

The RE leader is responsible for effectively leading the development of RE within the school in line with the school development plan. This is done in consultation with the head teacher. The RE leader will monitor planning, do lesson observations, book audits, order resources, and offer guidance and support to staff where needed.

## Appendix 1

### Aims for RE in a CEVA Primary school from Chelmsford Diocesan Agreed Syllabus:

#### Learning about religion

We learn about:

- the God who reveals the truth about himself and humanity through creation, the giving of the law, God's 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.

Religious education 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. 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. Religious education 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

#### Religious Education in Church Schools Should 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.
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<http://www.chelmsford.anglican.org/m/re-syllabus-section-2.html>