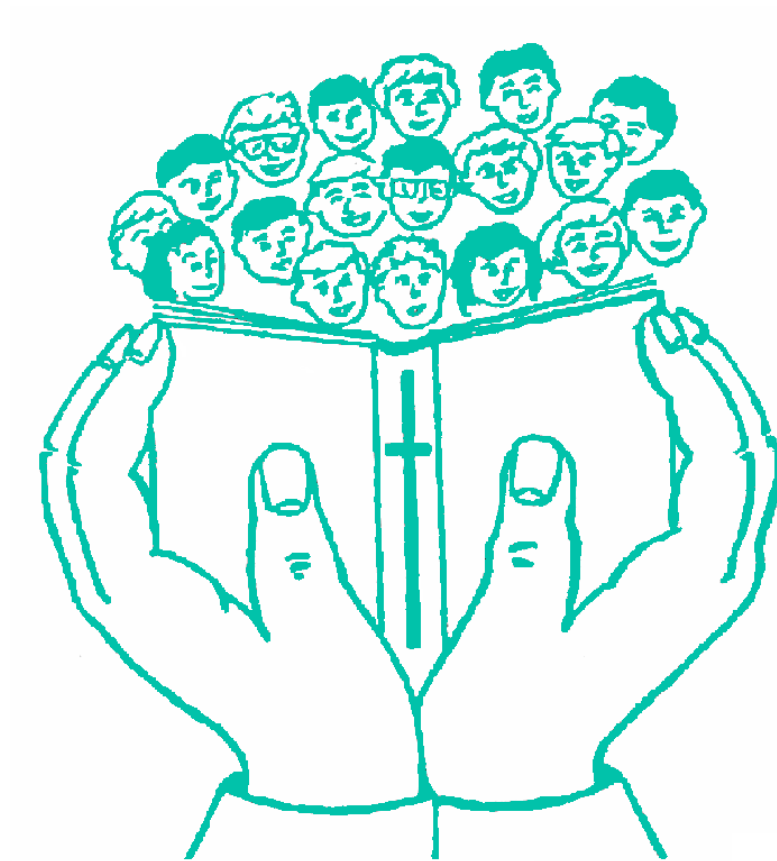


R.E Policy



“My commandment is this: love one another just as I love you.” John 15 v 12

INTRODUCTION

This policy reflects who we are as a school as described in our Vision and Mission statement below.

At St. Luke's Halsall we value each person and believe that there is something extraordinary and wondrous in everybody as unique creations of God.

We aspire to let the love of Jesus run through all we do and are, so shaping us as a family of God, which enables everyone to grow and flourish, spreading His love to all those we meet through our service to others, now and always.

This empowers each one of us to live out and be challenged by our mission of,

'Inspiring lives, building futures together with Jesus'

At St Luke's we believe that R.E is concerned with the spiritual growth of individuals. Whilst developing an understanding of the beliefs and practices of other faiths, there must be a strong focus on Christianity. R.E seeks to develop an understanding of religious experience, feelings and attitude, promoting the spiritual, moral, cultural, mental and physical development of every child. Through a religion and world views approach we wish to use R.E teaching as a lens in which to make sense of the world.

Aims

At St Luke's we aim to provide a secure Christian based education which contributes to the spiritual, moral, social and cultural development of children across the curriculum.

Through R.E we aim to help prepare children for life by:

- Developing the pupil's ability to reflect upon the world around them and raise questions about life, making sense of our every diverse world.
- Develop their understanding of the religious beliefs and practices of the Anglican Church, Christian churches and other world faiths
- Enabling pupils to grow in an awareness of themselves and to develop into confident individuals who can express what they think and believe.
- Acknowledging, reflecting upon and valuing their own and others' religious beliefs
- Helping children to become good citizens both within their local community and wider world
- Creating an ethos which encourages the concepts of equality and justice in children
- Developing their oracy skills- helping them to think critically, communicate thoughtfully and deepen their appreciation of different faiths and world views.

We believe that "Every child is made in God's image as a unique individual and should be treated as such."

We are therefore committed to the provision of equal opportunities for all, stressing the entitlement of all children to a well-balanced R.E Curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds.

In the United Kingdom, parents have the right to withdraw their children from religious education (RE) for all or part of the lessons, and this right applies to all types of schools. Pupils can opt out of RE themselves once they are 18 years old. If any parent wishes to withdraw their child from RE we would follow these guidelines:

- **Speak with the parent**

Understand the basis for the request and the religious issues that the parent objects to.

- **Discuss the implications**

Discuss the practical implications of withdrawal and when it may be reasonable to accommodate the parent's wishes.

- **Reassure the parent**

Invite the parent to observe a RE lesson, discuss the curriculum, or show them examples of lessons.

- **Review annually**

It's good practice to review the withdrawal with the parent every year.

- **Provide alternatives**

Provide natural alternatives to RE, such as play areas, libraries, or compute

Skills and Attitudes to be developed

Through the taught R.E. curriculum it is envisaged that the children will develop a wide range of skills and attitudes including:

- a respect for different opinions
- beliefs and customs, confidence
- sensitivity and empathy
- a sense of curiosity, fairness and justice
- an ability to reflect and question,
- sharing, caring and helping others,
- forgiveness and tolerance and an openness to new ideas.

Planning

We follow the core themes for each year group as developed by Questful RE written by Blackburn Diocese. This has been adopted by us to use by Liverpool Diocese. There are units for each year group around an explorative question. World faith content is built into many of the units while some are solely Christian focused still.

70% of the teaching time allocated to the teaching of R.E. will be based on Christianity including Anglican traditions and 30% will be concerned with other world religions. There will be a progressive study of Christianity, Islam, Hinduism and Judaism. Children will also encounter Buddhism, Sikhism and World Views.

British Values

Our school core Christian values of courage, forgiveness, friendship, wisdom and trust, with koinonia overarching everything, ensure that British Values are implicit and embedded in all that we do. This is part of our long-term plan to prepare our children for living in modern Britain where we value every individual person, whether child or adult. We actively promote equality and diversity. It also means that we will promote through discussion, respect for democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths. Evidence for this will come from work in classes as well as the School Council, Worship Warriors and other clubs. We will challenge opinions or behaviours in anyone who does not uphold these values.

Teaching and Learning Strategies

Providing imaginative and creative teaching and learning strategies with an interesting variety of tasks is essential. Artwork, creative writing, role-play, discussion, dance, music, poetry and the use of computing are all appropriate means of teaching and learning in R.E.

The children will work in a variety of ways depending upon the purpose of the work. This may be in pairs, small groups, individually or whole class situations in which they will learn to respect and appreciate the contribution made by others.

Oracy skills

Oracy is a vital part of learning in Religious Education, enabling pupils to articulate their understanding, express personal responses, and engage respectfully with diverse viewpoints. Through structured discussion, questioning, storytelling, and debate, pupils develop the confidence and vocabulary needed to explore complex religious and moral concepts. Teachers model and scaffold high-quality talk to support reasoning, empathy, and reflection.

Resources

A variety of resources are available within the school including: -

Internet resources

Assorted bibles

Diocesan Syllabus

Photo packs

CDs

Visiting speakers

Local places of worship

DVDs

Reference books

Story books

Photocopiable resources and worksheets

Artefacts from other faiths

Environment

As a context to learning we try to create a stimulating environment in each classroom and throughout school.

We encourage the children to enjoy, explore, question, interpret and evaluate their work within the various aspects of the R.E. Curriculum.

Displays, posters, prayer walls etc, stimulate the feelings of awe and wonder together with appropriate use of music.

Staff roles and responsibilities

All staff have a responsibility for delivering the R.E. Curriculum. The role of the subject leader is to work alongside staff to plan, implement, monitor and review the teaching of R.E. in the school.

The subject leader is responsible for organising appropriate in house INSET and nominating members of staff (including herself) to attend external CPD. The subject leader meets annually with the link governor for R.E (Rev. Amanda Bruce). An annual action plan is prepared by the subject leader which is included in the School Improvement Plan.

Pupil Progress

The Diocesan R.E. syllabus provides a rich 'spiral' curriculum which allows children to develop skills and gives them the freedom to explore different aspects of each theme as they mature and progress through the school. Progression is therefore seen in the quality and depth of learning, shared human experiences and the forming of individual patterns of belief.

Progress is assessed in a variety of ways including through children's written, pictorial and oral responses to their work. Pupil behaviour and attitudes also reflect the practical application of R.E. and the spiritual growth of individuals.

Reporting to Parents

R.E attainment is included in the end of year report given to parents in the Summer Term.

Reviewing Progress

Teachers will monitor and review individual progress during lessons and using evidence gathered over a period to summarise that progress. Progress is recorded termly on the Insight assessment system and individual tracking ladders (stuck in the children's R.E books) at the end of each unit. Data from this is collated and analysed by the co-ordinator and then shared with the Headteacher and Link Governor. Findings from assessments will be used to inform the action- planning process. Within each unit there is also a longer writing task which will be assessed using success criteria. We will engage in whole school moderation exercises.

Staff meet regularly to review, discuss, adapt and plan teaching and recording strategies, so aiding continuity and progression over a Key Stage and throughout school.