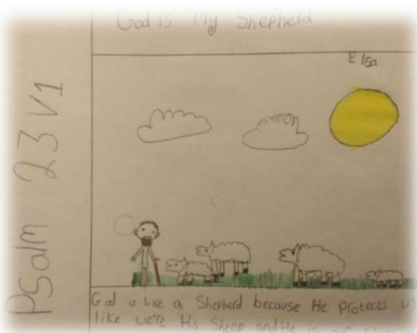


Slyne-with-Hest St. Luke's Church of England Primary School

Religious Education Policy



R.E. Subject Leader: Jo Jennings
Date : January 2024

Policy for Religious Education

All the policies of the school embody the statements in the school mission statement:

Listen, learn, love and laugh as part of God's family

The Aim of Religious Education

The aim of Religious Education is that:

'Religious Education will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

Religious Education is taught throughout the school in such a way as to reflect the overall Christian aims, values and ethos of the school and is in conformity with the rites, practices and doctrines of the Church of England. The pupils are encouraged to nurture their own personal Christian faith/commitment within a clear ethos of respect for those of other faiths.

The aims of Religious Education in Church Schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

RE Statement of Entitlement: The Church of England Education Office 2016

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

The Implementation of the Syllabus of Religious Education

The Governors have agreed to adopt the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE.

From the Advent units 2022 the school adopted the latest version of the syllabus: Questful RE.



The RE curriculum maintains a balanced approach of Learning about Religion and Learning from Religion. As well as the syllabus we have access to the resource Understanding Christianity to focus on wider Christian values.

Learning about Religion

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.

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.

The school also helps the 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.

In addition to Christianity, Questful RE allows children opportunity to learn about all world faiths – their beliefs and practices. The focus of world faiths is contained on the RE overview and within the Questful RE units.

The school helps the 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.

The Spiritual, Moral, Social and Cultural Development of Children.

At Slyne-with-Hest St Luke's School, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

Taken from Questful RE / National Society:

Spiritual, Moral, Social and Cultural (SMSC) development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity – Father, Son and Holy Spirit. The Religious Education (RE) curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

Spiritual development

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.

Psalm 139.13-14

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

This is promoted through:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;

- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

Moral development

Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.

Romans 12.2

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

This is promoted through:

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity;
- developing mutual respect across racial and religious divides;
- recognising that people's rights also imply responsibilities;
- developing a sensitive conscience.

Social development

As I have loved you, so you must love one another. By this everyone will know that you are my disciples.

John 13.34-35

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

This is promoted through:

- developing a sense of empathy, compassion and concern for others;
- building relationships within the school and between the school, the parish and the local community;
- considering how Christian beliefs affect decisions at local and national level;
- investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Cultural development

There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

Galatians 3.28

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

This is promoted through:

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

Taken from The National Society Excellence and Distinctiveness Guidance on RE in Church of England Schools document (2005)

RE also promotes an understanding of all religions and World views. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.

Time allocation

The time allocated to Religious Education follows recommendations that each Unit of Curriculum requires an allocation of not less than 5% curriculum time.

Assessment and Attainment

The pupils are given the opportunity for self-assessment, to be reflective and give personal responses based on their own experiences and values and engage with and interpret the views of others. A significant amount of the work children produce in RE will be found in the large discussion / floor books which each class uses. In KS2 the children also have individual exercise books for some elements of their work.

Assessing a pupil's knowledge about religion is done through written work, discussion, observation and creative work. The pupil's progress is assessed using the ladder of expectation and achievement.

Inclusion

During RE lessons there will be appropriate access for all children, including those with identified special need, able and talented, gender, race, ethnicity and culture.

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from RE – in its entirety or in part. This is clearly stated in the School Brochure. If a parent chooses to withdraw their child from RE then arrangements are made for that child to be withdrawn during RE lessons by the class teacher in consultation with the Head teacher. For children who are withdrawn from RE, provision must be made by parents/guardians to provide suitable work.

Resources

A wide range of RE resources are currently available in school. These include children's reference books, teacher's resource books, pictorial resources and

videos. The resources are store in the LKS2 corrdior. There is also a large selection of reference books in the school library.

People from out of school are an additional resource and these include the Vicar, URC Minister, key figures in the local community, charity workers and members of other faith communities.

St Luke's Church is another resource used by groups of children to reinforce aspects of the RE syllabus.

Cross Curricular links

RE has links with other areas of the curriculum including English, History and Art. It is also linked to Collective Worship within the school.

RE also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, Personal and Social Education and Education for Ethnic Diversity.

Reporting

Pupil's progress is reported annually, in a written form and on other occasions verbally when parents and teachers meet to discuss progress.

Staff Training

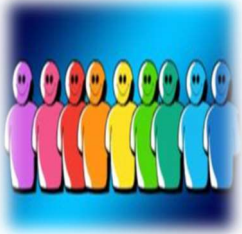
All teaching staff are able to attend any appropriate training. This is generally delivered by members of Blackburn Diocesan Board of Education.




Appendices




Appendix 1 : Questful RE Overview

Slyne-with-Hest St Luke's Church of England Primary School

Questful R.E. Overview of units

	Autumn Term	Spring Term	Summer Term
EYFS 	<p>EYFS 1 : I am Special: Why are we all different and special? Islam (4+1)</p> <p>EYFS 2 : Harvest: Why do people of faith say thank you to God at Harvest time? (4)</p> <p>EYFS 4: Christmas: How do Christians celebrate Jesus' birthday? Diwali and Hanukkah (4+2)</p>	<p>EYFS 5: Stories Jesus heard: What stories did Jesus hear when he was a child? (4)</p> <p>EYFS 6: Stories Jesus told: Why did Jesus tell stories? (4)</p> <p>EYFS 7: Easter: Why do Christians believe that Easter is all about love? (5)</p>	<p>EYFS 9 : Special Places : What makes a place holy? Holy places of world faiths (4+2)</p> <p>EYFS 10 : Prayer : What is prayer? (4)</p> <p>EYFS 11 : Special Times : How do you celebrate special times? World faith festivals (4+2)</p>
Key Stage 1 Year 1	<p>1.1 Harvest : How can we help those who do not have a good harvest? (3)</p> <p>1.2 Creation : What are your favourite things that God created? What do people of Muslim and</p>	<p>1.4 Jesus: What made Jesus special? (6)</p> <p>1.5 Easter : What do you think is the most important part of the Easter story? (5)</p>	<p>1.7 Baptism Why is Baptism special? How do people of world faiths welcome new babies? (4+3)</p> <p>1.8 Joseph : Why is Joseph a Bible hero? (5)</p>

	<p>Hindu faith believe about how God made the world? (4+2)</p> <p>1.3 Christmas: Why do we give and receive gifts? (5)</p>		
<p>Year 2</p> 	<p>2.1 The Bible: Why is the Bible such a special book? <i>Do people of all world faiths have holy books?</i> (5+5)</p> <p>2.2 Christmas: Why was the birth of Jesus such good news? (5)</p>	<p>2.3 Jesus: Why did Jesus welcome everyone? (6)</p> <p>2.4 Easter : How do symbols help us understand the Easter story? (5)</p>	<p>2.5 The church: Why is the church a special place for Christians? <i>Why are holy buildings important to people of faith?</i> (6 + 4)</p> <p>2.6 Ascension and Pentecost : What happened at the Ascension and Pentecost? (4)</p>
<p>Lower Key Stage 2 Year 3</p> 	<p>3.1 The Old Testament : What does it mean to be called by God? (7)</p> <p>3.2 Christmas How does the presence of Jesus impact on people's lives? (5)</p>	<p>3.3 Jesus How did/ does Jesus change lives? (6)</p> <p>3.4 Easter: Is the cross a symbol of sadness or joy? (5)</p>	<p>3.5 Rules for living : Which rules should we follow? <i>Does everyone follow the same rules? Why? Why not?</i> (6+6)</p>

<p>Year 4</p> 	<p>4.1 David and the Psalms: What values do you consider to be important? (6)</p> <p>4.2 Christmas: Why is Jesus described as the light of the world? Jewish festival of Hanukkah (4+2)</p>	<p>4.3 Jesus Why do Christians believe that Jesus is the Son of God? (7)</p> <p>4.4 Easter A story of betrayal or trust? What do world faiths say about forgiveness? (5+1)</p>	<p>4.5 The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way? (6+6)</p>
<p>Upper Key Stage 2 Year 5</p> 	<p>5.1 The Bible How and why do Christians read the Bible? Why are sacred texts so important to people of faith? (6+5)</p> <p>5.2 Christmas How do our celebrations reflect the true meaning of Christmas? (5)</p>	<p>5.3 Jesus: Why do Christians believe that Jesus was a great teacher? (6)</p> <p>5.4 Easter Why do Christians believe that Easter is a celebration of victory? (5)</p>	<p>5.5 Old Testament Women : Did she make the right choice? Jewish festival of Purim (5 + 2)</p> <p>5.6 Loss death and Christian hope Is death an ending or a beginning? How do people of world faiths mark the end of life? (4+2)</p>
<p>Year 6</p> 	<p>6.1 Life as a journey Is every person's journey the same? Why do people of faith make pilgrimages? (6 + 4)</p> <p>6.2 Advent How do Christians prepare for Christmas? (5)</p>	<p>6.3 A The Exodus Why is the Exodus such a significant event in Jewish and Christian history? Inc Jewish festival of Passover (6 3+3)</p> <p>6.3 The Eucharist: Why do Christians celebrate the Eucharist? (3)</p>	<p>6.4 Jesus Who was Jesus? Who is Jesus? (last 2 lessons)</p> <p>6.6 God What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? (5+3)</p>

		6.4 Jesus Who was Jesus? Who is Jesus? (1 st 3 lessons)	
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