



RE Policy

Date: September 2018



“and the child grew to become strong in body, mind and spirit”

Luke 2:40

MISSION STATEMENT

'GROWTH...the journey is never ending...'

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

(Luke 2. v40)

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

Throughout St Peter's C.E. Primary School, R.E. contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas, and are implicit in the ethos of the school.

- ***Spiritual development*** enriches & encourages pupils' discovery of God the Creator & wonder of the world.
- ***Moral development*** based on the teachings of Jesus offer pupils a secure foundation stone.
- ***Social development*** enriches pupils' understanding of what it means to live in a Christian community where to love one another is put into practice.
- ***Cultural development*** provides opportunities to develop an understanding of Christianity worldwide & the impact on millions of people.

RE is of the highest standard, always striving for excellence reflecting the school's distinctive Christian character.

The management of RE is a distinct responsibility of the governors and Head Teacher

RE lies at the very heart of the curriculum and the Governors adopted the Liverpool Diocesan Board of Education Syllabus (Quest: updated 2018) which reflects the National framework for RE.

The Governors recommend at least 5% of the timetable is devoted to RE.

Respect for other faiths is accurate and sympathetic, consistent with St Peter's School's loyalty to its Christian foundation.

The Aims of RE

- Think theologically & explore great questions about life, death, meaning & purpose.

- Reflect critically on the truth claims of Christianity
 - See how the truth of Christianity is relevant today & face the challenge of Jesus' teaching in a pluralist & post modern society.

 - Develop skills to handle Bible text

 - Recognise faith as a 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 & precious
 - Experience the breadth & variety of Christian Community

 - Engage in thoughtful dialogue with other faiths & 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

- Religious Education lessons at the school are primarily concerned with three main areas, namely:-
 - Spiritual Development.

 - Religious Literacy.

 - An understanding of Christianity, its principles and practice, within the context of the Anglican tradition.

EQUAL OPPORTUNITIES (2010 Equalities Act)

As with all other subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, equal access to all aspects of the curriculum and school life.

The policy for Religious Education aims to ensure the provision of equal opportunities for all, stressing the entitlement of all children to a well-balanced, differentiated R.E. curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds.

Parental Rights of Withdrawal in a Voluntary Aided School

The Worship & Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do so) cannot insulate them from the religious life of the school.

If a request for withdrawal is made, the Head Teacher should explore the reasons for the request and seek to arrive at an accommodation.

ORGANISATION OF THE SUBJECT

Foundation Stage and Key Stage 1

At Foundation Stage and Key Stage one R.E. strives to build on young children's understanding of themselves and their experiences of family life and relationships. All pupils should learn that they are personally valued from the attitudes which they encounter in school. They should become increasingly aware of things which are special and important to themselves and other people. The children will sometimes benefit from opportunities to develop their awareness of the local environment through journeys and visits, and by having a chance to experience awe and wonderment in the natural world. They should be introduced to symbolism in religion and hear stories about the lives of key figures.

The classes in the Foundation Stage usually work under the umbrella of one main theme each half term. Sometimes the R.E. for that term will be incorporated within this theme, at other times there may be an R.E. mini-topic alongside a class-based topic. In Key Stage 1, the children have a weekly 'R.E. lesson' because this is the most appropriate vehicle for a particular aspect being taught following the Blackburn diocese scheme of work.

Key Stage 2

In Key Stage 2, the children continue to build on the opportunities and experiences they have already encountered in Key Stage 1. They should be developing a greater understanding of themselves and an awareness of the needs and feelings of other people from a variety of faiths and cultures. They should be given an opportunity to interact with the natural world and the local environment. By the end of Key Stage 2, pupils should have been helped to explore a range of religious ideas and themes. They should have heard stories about the life and teaching

of Jesus and other religious figures, and have been given opportunities to consider their own questions and concerns.

In all Key Stage 2 classes, the pupils will have one R.E. lesson each week, when the main subject from the Blackburn Diocese Scheme of Work will be followed. Many other aspects of R.E. will evolve and be discussed in other areas of the curriculum.

TEACHING AND LEARNING STRATEGIES

As in all other areas of the curriculum, a variety of teaching and learning strategies will be used. Our aim is that all of these will provide imaginative lessons with an interesting and challenging variety of tasks.

The children work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others.

Because of the wide variety of aspects covered in the teaching of R.E., there are many ways in which the work may be approached and consolidated. Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

DIFFERENTIATION OF WORK AND SEN PROVISION

We endeavour to provide a differentiated approach to learning which treats pupils as individuals. This is provided through:-

- The delivery of carefully structured teaching approaches; this is evident in the teacher's short-term planning.
- Imaginative learning experiences which arouse and sustain children's interest, and which encourage a variety of responses.
- Provision of appropriate resources e.g. simplified challenges for recording written work, or pictures to use as stimulus.
- Teacher's response and questioning.
- Adaptation of curriculum to enable all pupils to access the RE curriculum according to need.

RESOURCES

Many resources for R.E. are found in the environment and in other areas of the curriculum within school. There are, of course, many resources which are specific to R.E. An allocation to RE is made in the school budget.

Each class has access to Bibles appropriate to their year group.

Many artefacts can be borrowed from the Church or Diocese e.g. “Godly Play”, or other such resources as needed.

PARENTS AND OTHER ADULTS

As in all other areas of the curriculum, parents and other adults are welcome into the school and into the classes, to work alongside the children, or to talk to them about particular experiences – whether connected with their life or their faith.

All adults are to be invited to our termly Family Eucharist Services in school, half termly child led class worship and the Church Services which the children lead throughout the year.

The Vicar, and leaders of other local Churches come into school on a regular basis to take Collective Worship, and often to talk to the children in an R.E. lesson.

PUPIL PROGRESS & ASSESSMENT

By using the syllabus provided by the Diocese, we hope that we will provide both continuity and progression for the children across all strands of R.E. and across both key stages.

Assessments are completed at the end of each term and passed to the RE lead and Head Teacher who monitor progress.

Although subjects such as Christmas and Easter may be visited many times during a child’s time in school, each time a different approach is used, and a slightly different area covered, so that progression can be seen in the quality and depth of learning across the year groups.

Evidence of the work done in R.E. is found in the children’s R.E. books, on wall displays, in collective worship, and in the way both children and adults treat and respect each other. It is also found in the year group scrapbooks which showcase a collection of good practice throughout the year.

REVIEWING PROGRESS

Teachers review individual children’s progress informally during all lessons and more formally when looking at the evidence gathered over a term.

Assessing and reviewing is a continuous process which influences the teachers planning for whole class and individual children.

REPORTING TO PARENTS

In the first term of the academic year there is an opportunity for all parents to come into school to discuss the work being done by their child generally, or any problems they may be encountering.

In the second term there is a Parents' Evening when we hope that all parents will come to school to see the work being done by their child, and to discuss progress.

In the second and third terms a written report is sent home outlining the child's efforts, achievements and progress made during the year. There is an opportunity for this report to be discussed with the teacher if the parent wishes to do so. There is section on the report for RE.

STAFF DEVELOPMENT

The staff in our school meet together regularly to review, discuss, adapt and plan the teaching and the curriculum within the school. R.E. is discussed in this way along with other subjects.

All staff are given the opportunity to attend Diocesan courses in order to increase their knowledge and expertise. They report back to colleagues, help organise staff meetings, and INSET sessions, and call on the expertise of others when necessary.

MONITORING

Monitoring of the effectiveness of this policy document is carried out by the R.E. lead in order to ensure that the Policy and Scheme of Work for R.E. (Quest) are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

Monitoring of planning

Monitoring of Books

Lesson observations

Class Portfolios

lesson observations

REVIEW AND DEVELOPMENT OF POLICY

This policy is regularly reviewed by the R.E. lead and the Head Teacher to ensure that:

- It is contributing to the achievement of high standards and progress in RE throughout the school.
- It complies with statutory requirements and any new legislation;
Any necessary actions are included in the School Improvement Plan.
- An annual action plan will be created.