



Religious Education Policy

'Vision Statement'

At St Lucia's CE Primary School, Religious Education (RE) plays an important role in defining the school's distinctive Christian character. As a school we recognise that spiritual development lies at the heart of the curriculum. All members of our school community should experience Christianity through the life of the school as well as through the taught curriculum.

Aims

The aims of Religious Education in our school are:

- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain today.
- Develop an understanding of what it means to be committed to a religious tradition.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop an awareness of spiritual and moral issues in life experiences.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Develop investigative and research skills and to enable them to make a reasoned judgements about religious issues.
- Have respect for others' views and to celebrate diversity in society today.

Teaching and Learning

RE teaching at St Lucia's school is in line with the recommendations of the Statement of Entitlement for Church Schools, published by the National Society and adopted by the Lichfield Diocesan Board of Education (2012).

In Key Stage 1 and 2

Good teaching in RE allows children to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in RE. Our teaching enables children to build on their own experiences and extend their knowledge and understandings of religious traditions. We use the children's knowledge and experiences of religious festivals such as Easter, Diwali, Eid etc to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers, working individually or in groups. Presentations and assemblies are prepared by the children and shared with the wider school.

RE is delivered by all teachers and differentiation is provided within the teaching and learning. We achieve this in various ways such as:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability in the room and setting different tasks for each ability group
- provide resources and classroom assistants to support the work of individuals or groups

Early Years Foundation Stage

We teach religious education to all children in the school, including those in the Reception and Nursery classes. We relate the religious education aspects of the children's religious education work to the objectives set out in the Early Years Foundation Stage which underpins the curriculum planning for children aged two to five.

Curriculum Planning in RE

As a controlled school, St Lucia's governing body will fulfil the legal requirements of the Shropshire Agreed Syllabus for Religious Education 2019 and enhance this with the Lichfield Diocesan RE Resource Handbook and 'Understanding Christianity' scheme.

We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Curriculum planning in RE is in three phases – long, medium and short term.

The long term plan has been developed by the RE subject leader and maps out the RE topics studied in each term during each key stage. We teach RE topics in conjunction with other subjects especially in the Early Years and Key Stage 1. In Key Stage 2 there is an increasing emphasis on independent study of topics and themes.

In addition RE contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural development. Additional links will be found across the curriculum especially with Citizenship, PSHE and enhance creativity and pupil's well-being.

Management

RE is given equal status with other core subjects in staffing, responsibility and resourcing.

RE Subject Leader is responsible for:

- producing a scheme of work for the school

- supporting colleagues in the planning and delivery of RE provision
- ensuring RE has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff.
- undertaking personal development and subject training and ensuring provision for staff.
- monitoring RE provision, practice and outcomes
- ensuring assessment strategies are in place in line with the Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

SIAMS

Section 48 SIAMS inspection provides schools with a judgment on the progress, achievement, teaching, learning and overall effectiveness of RE in aided schools. The distinctive Christian character will be assessed as will the impact of RE on SMSC and the way in which the subject is meeting the needs of learners and moving them forward in their personal and spiritual journey. These inspections are carried out usually every five years following a school's 'good' judgement.

Right of Withdrawal

The school recognises the right of withdrawal of teachers and of pupils at the request of their parents. This is stated in the school's prospectus and access to RE is made clear in the school's inclusion policy.

Policy reviewed April 2020

Next policy review April 2021