

A place to learn where everyone feels welcome;
based on love, wisdom, and respect.



Let your light shine, so that others may see the good you do.

Inspired by MATTHEW 5:16.

R.E Policy

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The Lower Peover vision statement Lower Peover Primary School is a place to learn where everyone feels welcome; based on a foundation of love, wisdom, & respect underpins everything.

Although RE is a distinct subject, its teaching, and the values within, permeate every aspect of life at Lower Peover. RE is a core subject within our church school and as such is regarded as having equal importance to English, Maths and Science.

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Lower Peover Church of England Primary School we develop the children's knowledge and understanding of Christianity as well as the major world faiths, and we address the fundamental questions in life, for example, the meaning of life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Considering the SIAMS framework, we are increasingly mindful that every part of learning at Lower Peover has a positive impact on children's lives with regard to the following seven strands:

- Vision and Leadership
- Wisdom, Knowledge, and Skills
- Character Development: Hope, Aspiration and Courageous Advocacy
- Community and Living Well Together
- Dignity and Respect
- The impact of collective worship
- The effectiveness of religious education

Our vision also demonstrates our aspirations for all aspects of life at Lower Peover and is also a fundamental part of our RE teaching. We want everyone who is part of the Lower Peover family to show and receive respect, to aspire to be the best that they can be, now and in their future and because of this, to achieve as highly as they can. As a church school this embodies our hopes for every child we teach, and their families.

The aims of religious education are to help children:

- develop an awareness, and deepen their understanding, of spiritual and moral issues in life experiences.
- develop a moral sense of purpose and the concept of courageous advocacy through charity work and other fundraising activities.
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- develop an understanding of what it means to be committed to a religious tradition.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- behave in a way that mirrors our school values.
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- develop investigative and research skills to enable them to make reasoned judgements about religious issues.
- have respect for other peoples' views and to celebrate the diversity in society.

The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

The religious education curriculum forms an important part of our school's spiritual, moral, and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the Blackburn Diocese Scheme of Work, 2022. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning styles

The Blackburn Scheme of Work which we follow promotes a sense of 'Quest'. We base our teaching and learning styles in RE on this idea that life is a quest; and faith, and spirituality are also journeys of discovery and excitement. We believe that good teaching in RE allows children both to learn about religious traditions and to reflect on what the 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 the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid etc. to develop their religious thinking. We organize visits to our church, other 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 religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using books, artefacts, and computers, working individually or in groups.

We promote an enthusiasm and excitement for the subject area by:

- setting tasks which are open-ended, collaborative and can have a variety of responses.
- setting tasks which enthuse every child to learn more in their 'quest' for knowledge and understanding.
- grouping the children in a variety of ways to enable them to develop co-operation and communication skills.
- providing resources to promote interest, awe, and wonder.
- going on visits or inviting speakers into the classroom.
- providing a range of opportunities for dance, drama, art and music to link with and develop our RE learning.

Recording of Children's Work

Children have their own RE book to record their learning. RE books are expected to be marked following our school's non-negotiables for presentation and marking. Children evaluate their own learning and will often be provided with further opportunities to deepen their thinking or understanding, with the comments or next steps given by the teacher.

Where the lessons are practical, discussion based or showing that can't be necessarily in a book, these are uploaded onto our digital platform of recording using 'Blippit' software.

Classroom Display

Every classroom has a reflection area and a RE display, on which work is displayed on a termly basis or to reflect the current collective worship theme. Please refer to the collective worship policy for further detail. Children are encouraged to write their own prayers. These are displayed in either the reflection area or the whole school prayer book. The school's values should also be displayed and referred to as part of our everyday learning and when awarding team points: not just in RE lessons.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with Blackburn Diocese's scheme of work, which was updated in January 2024, which has been adopted by the Diocese of Chester. The scheme includes a plethora of resources online with elements of Understanding Christianity, which follows the Old and New Testament linked with the Christian concepts including the Creation, The Fall, Gospel, Salvation and The People of God (God's Big story). We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening. Some of the texts that we use in English have religious or spiritual themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information to develop their writing ability.

Computing

We use ICT where appropriate in religious education. The children find, select, and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE)

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social, and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

British Values

As well as the Christian concepts taught through the RE Scheme of work, and throughout the wider curriculum, our RE lessons contribute towards learning about the British Values. There is a particular focus to demonstrate Respect for other religions and cultures; Tolerance; the Rule of Law and Individual Liberty.

Teaching religious education to children with special educational needs

At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, including other places of worship. Please see our educational visits policy for further information.

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We use the RE assessment ladder to support our learning outcomes. We record our assessments on our own personalised spreadsheets.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a separate box of equipment and a collection of religious artefacts for each religion. Each class also has their own Bible and Quran in the classroom.

Monitoring and review

The RE subject leaders are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The R.E. subject leaders write an annual action plan to improve aspects of RE

then evaluates this in the light of the strengths and areas to develop. They also complete a termly subject leader report, which is shared to the Full Governing Board (FGB).

Equal Opportunities

We believe each child should have equal access to all equipment and resources. There is a separate Equal Opportunities Policy.

Reporting to Parents

End of year reports are completed before the end of the summer term and parents are given the opportunity to discuss their child's progress on two occasions throughout the year. Teachers use the information gathered from their assessments to help them comment on individual children's progress.

Parental and Community Involvement

There are many opportunities for parents to be involved in RE and Worship in school:

- Parents are invited into school to look at their children's work.
- Parents are regularly invited to take part in School Worship and celebrate special festivals.
- Classes deliver a Collective Worship during the year, whereby parents are invited to attend and celebrate what their child has been learning in class.
- The main Christian festivals are celebrated in our church, and all families and members of the community are invited to celebrate with us.

Serving Others through courageous advocacy

Our curriculum includes acts of service for each class to provide from Reception to Year Six whereby our children learn what it means to be like Jesus and serve others. They develop their sense of moral purpose and advocate for particular chosen charities meaningful to them.