



## St. Laurence's C.of E. Primary School

### Religious Education Policy



#### Introduction

Religious Education (RE) is an important subject at St Laurence's C of E Primary School. We know that every child matters so we aim to provide a happy, caring, family environment where children feel inspired. Belonging to a safe and nurturing community, founded on strong Christian values, children will develop a variety of skills that will equip them to meet the challenges of our ever changing world and to make their own positive contribution to our global society.

#### The Legal Position

RE must be provided to every registered child from Reception to Year 6. It sits alongside the National Curriculum and has equal status to a core subject. The 1988 Education Reform Act requires all syllabuses must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of the other principal religions represented in Great Britain'.

By law parents have the right to withdraw their child from all or part of the RE curriculum but the school continues to be responsible for the supervision of the child. We would ask any parent considering this to contact the head teacher to discuss their concerns.

#### Rationale and Aims

RE contributes strongly to the spiritual, moral, social and cultural education of each child. The National Framework for RE states that:

'RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses'.

At St Laurence's we believe that personal choices of faith and lifestyle can only be made on an informed basis.

Through RE we aim to:-

- Provoke challenging questions - enable the children in our school to become more reflective about the purpose and meaning of life.
- Develop a sense of identity and belonging - helping the children to find their 'place' within the community.
- Encourage respect for others - including those who hold different religious beliefs.

## **Time Allocation**

RE takes at least 5% of teaching time per week and two thirds of this is given to the teaching of Christianity. This is either delivered over successive weeks or as a block unit, depending on the topic being taught. Cross-curricular links are encouraged and links are also made where possible with other areas of school life, for example Christian worship.

## **Programmes of Study**

RE is planned using the topics from the 'Understanding Christianity' syllabus alongside the questions within the Shropshire Agreed Syllabus for RE 2014. These are supplemented with, and supported by other ideas and resources as appropriate.

In Reception and KS1 children will study Christianity and Islam.

At Lower KS2 children will study Christianity, Judaism and Hinduism.

At Upper KS2 children will study Christianity, Sikhism and Buddhism.

Although schools must identify the religion(s) they will focus on during each key stage, this does not prevent reference being made to other religions and secular world views when appropriate.

## **RE in the Foundation Stage**

Much of the delivery of RE takes place largely within 'Knowledge and Understanding of the World'. The curriculum will provide opportunities for the children to

- develop awareness of their own views and feelings and be sensitive the views of others.
- find out about their own cultures and those of other people.
- develop geater awareness of their feelings when encountering the special and the precious, the 'wow' and the wonderful.
- explore some of the signs and symbols used in religious and everyday life.
- learn to listen, thank, say sorry, express appreciation and rejoice with others.
- become aware of what it means to trust and to be trusted, to be loved and valued and to feel secure in belonging.
- care for themselves and others.

## Long Term Plan – Foundation Stage and KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Foundation Stage	Who am I? (RQ1,5)  Creation (RQ6,8,11)  Harvest (RQ2)	How do we look after our friends and family? (RQ3)  Who is God? (RQ9)  Incarnation (RQ2)	How do we behave at school and at home? (RQ4)  What makes me sad/happy? (RQ7)	Salvation (RQ2,14)	How do we make the day special? (RQ10)  How do you feel if you lose something special? (RQ12)	Prayer Week (Trinity)	Where do you like to go? (RQ13)
Year 1	Creation (RQ6,8,11)  Harvest (RQ2)	*Festivals of Light (RQ2,10,14)  Incarnation (RQ2) Experience Christmas	*People of God (Leaders - Moses and Muhammad) (RQ9)	*Signs, symbols and actions: (RQ10)	Gospel/Jesus (RQ3,4)		*Special Places (RQ13)
Year 2	Belonging (Who am I?) (RQ1,5)  *Harvest (RQ2)	Poppy Day (How do people make sense of life and death?) (RQ7,12) Christmas (RQ2) Experience Christmas	God (Trinity) (RQ9)	Lent  Salvation (RQ14) Easter(RQ14)	*Islam - The Five Pillars (RQ5,10)		*Rites of Passage (RQ14)

## Long Term Plan –Key Stage 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 3	*Creation/Fall (RQ1,6,8,)	Angels (RQ2,10)	People of God (RQ13)	Salvation (RQ10,12)	*Judaism (RQ5,10)	Prayer Week (Trinity)	Caring for others in our community  (RQ4,7)
	*Harvest and Sukkot (RQ2) Experience Harvest	Christmas (RQ2)		*Sedar Meal (RQ2)			
Year 4	*Hinduism (The Journey of life and death) (RQ5,10,12)	Incarnation/God (RQ9,10,14)  Advent (RQ2)	Gospel (RQ3,4,11)	*Suffering and hardship (RQ7,12)	Kingdom of God (RQ12)		*Caring for others in our community  (RQ4,7)
	*Harvest (RQ2)	Experience Advent		Easter			
Year 5	God (Trinity) (RQ9) Spiritual Poetry (Literacy) *Harvest (RQ2)	Incarnation Christmas through art.  (RQ2,10,14)	People of God (RQ13)	*Special times (RQ10,14)  Easter (RQ10) Experience Easter/Pentecost	Gospel (RQ3,4)		*Sikhism Words of Wisdom (RQ5,7,10)
Year 6	Spiritual ideas through the arts (RQ10) Trinity  Harvest (RQ2)	*Sacred Books (RQ11)  Christmas	*Buddhism (RQ5,7,10)	Salvation (RQ10,12)  Experience Easter/Pentecost	*Creation (RQ1,6,8,)		Kingdom of God (RQ12)

\*Topic includes non-Christian religions.

(RQ) - Covers questions from the Shropshire agreed syllabus

(  ) Understanding Christianity topics

## **Special Educational Needs**

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. Religious Education is taught according to the ability of each individual and children with special educational needs will be given extra resources and support where needed.

All children will have equal access to the Religious Education curriculum and reference is made to ensure that health and safety, equal opportunity and special needs policies are met.

## **Gifted and Talented Pupils**

At our school each class teacher will liaise with the Gifted and Talented Co-ordinator to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Class teachers are mindful of the extra needs of gifted and talented children and differentiate questions and activities to allow for further progression and challenge.

## **Approaches**

So that RE is made an active and lively subject the concepts for each year group are explored in a variety of ways. These include:-

- Discussion
- Storytelling
- Reading and written work
- Poetry
- Drama
- Art
- Music
- ICT
- Use of artefacts and pictures
- Experiences - focus on different events in the Christian calendar, eg Advent, Easter, Pentecost.
- Visits by members of local churches
- Visits to places of worship

## **Assessment**

Class teachers will use the 'RE Assessing Pupils' Progress Assessment Guidelines'. They will assess the children based upon their work and contribution to class activities. Attainment of the children will be recorded onto the schools tracking system where progress throughout the year can be monitored.

## **Monitoring standards of teaching and learning in RE**

The co-ordinator will monitor RE within the school through analysis of assessment data, lesson observations, work sampling and pupil interviews.