



St. Laurence's C.of E. (VC) Primary School

Religious Education Policy

St Laurence's C of E Primary School is based on strong Christian foundations. It follows the teachings of Jesus and His promise of 'life in all its fullness' for everyone (Church of England Vision for Education). We know that every child matters so we aim to provide a happy, caring, family environment where each child's uniqueness is valued and the children feel inspired. Belonging to a safe and nurturing community, founded on strong Christian values, children will flourish and 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.

Introduction

As a church school we believe that the main purpose of the teaching of RE is to contribute educationally, emotionally and spiritually to the development of our pupils as individuals. Our Christian vision states that we strive to reflect the love of God, the love of life and the love of learning together in all that we do. Although we are committed to teaching through the values of our Christian foundations and acknowledge that the religious traditions in Great Britain are in the main Christian, we study the teaching and practices of the other principle religions. Through this we aim to foster a growing understanding of the experiences, attitudes, beliefs and religious practices of humankind, promoting a positive and inclusive school.

Core Christian Values

The teaching of Religious Education is set in the context of our core Christian values each of which has a secure root in biblical teaching.

Trust – In our community, we feel safe and valued.

Wisdom – In our community we join together to make the right choices and to reflect on our learning.

Creativity – In our community we provide an environment where we strive for self-belief so that we can fully develop our talents through original thinking and reach our full potential.

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 at St. Laurence's we aim to promote our integral school ethos and vision by:-

- Provoking challenging questions - enabling the children in our school to become more reflective about the purpose and meaning of life.
- Fostering the children's ability to express themselves articulately and confidently – promoting speaking and listening skills.
- Encouraging the desire for wisdom – nurturing the children's skills and creativity.
- Developing a sense of identity and belonging - helping the children to find their 'place' within the community.
- Encouraging respect for others by listening to ideas which may differ - including those who hold different religious beliefs.
- Strengthening capacity for making moral judgements and positive healthy choices.
- Helping children to become resilient, successful learners, confident individuals and responsible citizens.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives. RE lessons particularly include opportunities for pupils to develop spiritually - 'helping them to recognise and deepen their relationships with self, others, the planet and, for many, with God.' (Jill Stolberg, Church of England, Birmingham) In addition, when appropriate, R.E. lessons offer spiritual moments for stillness, reflection and response.

Time Allocation

RE takes at least 5% of teaching time per week and half 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.

Planning

Currently, R.E. is taught in accordance with the Shropshire Agreed Syllabus and using the Church of England Education project resource Understanding Christianity, taking into account the need to offer breadth of content. These are supplemented with and supported by other ideas and resources as appropriate.

Our Religious Education curriculum is based on two main strands:

- Learning about religions and beliefs – exploring (S.A.S.)/Core Knowledge building blocks (U.C.)
- Learning from religion and belief – responding (S.A.S.)/text, connections and impact (U.C.)

Although we identify the religion(s) that will be focussed on during each key stage, this does not prevent reference being made to other religions and secular world views when appropriate.

- In EYFS children will study Christianity and Religious experiences represented in the class or school.
- In 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.

RE in the Early Years 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)	*Judaism (RQ5,10)	Salvation (RQ10,12)	Caring for others in our community (RQ4,7)	Prayer Week (Trinity)	People of God (RQ13)
	*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

Equal Opportunities

Religious Education is offered to all pupils in accordance with the Shropshire Agreed Syllabus. This includes teaching Christianity and other major faiths and the school policy reflects this approach. As a Church of England School, we aim to provide a course of religious education within the framework of the Church's year, appropriate to the educational needs of children at different stages of development. We aim to help children understand the presence of Christian beliefs and values in our society and in the world and their biblical and historical significance. We wish to encourage the development of strong and harmonious links between school and church for the benefit of the community of St Laurence.

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. We recognise that children can excel in RE even if their reading and writing skills are not at age related expectations, and we strive to ensure that they are able to demonstrate this in a range of ways.

Approaches

So that RE is made an active and lively subject the concepts for each year group are explored in a variety of ways and offer opportunities for individual expression. 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

Church links

Whole school services are held in St. Laurence's Church, Ludlow each term with an open invitation to school, church and the local community to attend. We have regular visits from the clergy from St Laurence's Church and members from a variety of Ludlow Churches are involved in our Collective Worship on a fortnightly basis. We also have strong links with Imam Sohaib from the mosque in Craven Arms. Rev. Kim Stilwell is a Foundation Governor.

Assessment and Monitoring standards of teaching and learning in RE

Class teachers will use the 'RE Assessing Pupils Progress Assessment Guidelines'. Assessment in RE will focus on the development of the pupils understanding about religion and their evaluative responses regarding their own and other children's religious experiences. Assessment will be made by observation during discussion, art, drama and responses to oral and written work. Attainment of the children will be recorded onto the schools tracking system where progress throughout the year can be monitored.

The co-ordinator will monitor RE within the school through analysis of assessment data, lesson observations, work sampling and pupil interviews. Evidence of planning and work, some of which may be photographic, is gathered and stored in the RE co-ordinators file.

Role of Head Teacher and Governors

As well as fulfilling their legal obligations, the governing body and head teacher ensure that:

- all pupils make progress in achieving the learning objectives of the R.E. curriculum

- the subject is well led and effectively managed and that standards and achievement in R.E. and the quality of the provision are subject to regular and effective self-evaluation
- those teaching R.E. are suitably qualified and trained in the subject and have regular and effective opportunities for C.P.D.
- teachers explore how new pedagogies and technology can be fully utilised to support R.E. learning objectives
- clear information is provided for parents on the R.E. curriculum and the right to withdraw
- R.E. is resourced, staffed and timetabled so that the school can fulfil its legal obligations for R.E. and pupils can make good progress.
- pupils receive their entitlement to R.E.

Role of the Co-ordinator

The R.E. Co-ordinator who engages with the Shropshire L.E.A. and Hereford Church of England Diocese for continuing professional development and training. The Co-ordinator has responsibility for R.E. resources and the purchase of resources within agreed budgets. The Coordinator will try to support colleagues who are planning R.E. activities. They keep staff informed of any new changes or developments. They will review the policy in line with the Whole School Development Plan, and after discussion with colleagues decide targets for the future. They will collect evidence of work and planning from all Key Stages.

Resources

We have a wide selection of children's Bibles and books which are kept in the school library. Teacher's resource materials are stored in the office area. There is a box of resources for each of the world's major religions which are kept in the KS1 area. We also have access to the Ludlow Mascall Centre library which offers books, DVDs, CDs, posters, artefacts, Godly Play and more items on all aspects of Christianity and the world's major religions.

Quiet, interactive areas for stillness, reflection and response are designated in each classroom. These intend to foster a sense of awe and wonder and to enable children's spiritual awareness to be deepened through reflection, whilst they learn to explore, understand, and respect diversity in faith, beliefs and traditions. The area may include prayer books, bibles, a prayer chair, prayer books/ boxes, thought books, inspirational verses/pictures.

The Legal Position and the right to withdraw from RE

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. However, the right of withdrawal does not extend to other areas of the curriculum if, for example, spontaneous questions on religious matters are raised by pupils, or there are any issues related to religion that arise in other subjects. We would ask any parent considering this to contact the head teacher to discuss any concerns about the policy, provision and practise of RE here at St. Laurence's CE Primary School.