



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 RE Today 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, Islam 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.

Year Group	Topics covered
1	Myself (Who am I?) Moses Jesus/Special places 'Experience Christmas'
2	How do we say thank you for our beautiful world? What can we learn from talking about God? Living in harmony 'Experience Advent'
3	Light and Dark The 5 Pillars of Islam What can we learn from visiting sacred places? 'Experience Harvest'
4	Journey of life and death Divali Sacrifice What matters most? - Explaining right and wrong
5	What do people believe about God - spirited poetry Words of wisdom Christmas through art What can we learn from visiting sacred places? 'Experience Easter'
6	Spiritual ideas through the arts Buddhism Easter - the death of Jesus and the meaning for Christians. 'Experience Pentecost'

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 to the views of others.
- find out about their own cultures and those of other people.
- develop greater 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.

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.