



## **Chapel St Leonards Primary School Religious Education Policy**

### **The Purpose of RE at Chapel St Leonards Primary School**

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“Our pupils’ ability to hold balanced and well-informed conversations about religion and belief”.

### **The Aims of RE at Chapel St Leonards Primary School**

Chapel St Leonards is a Primary School and Nursery which is part of a Multi-Academy Trust (CIT). We are a coastal primary school catering for pupils aged 2 to 11 years in Chapel St Leonards and its surrounding areas. Whilst attending Chapel St Leonards Primary School, children will learn about the different world faiths in Religious Education. RE at Chapel St Leonards Primary School will be provided within legal requirements. These are as follows:

1. The basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire. We aim for pupils to:
  - Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
  - Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
  - Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;

- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
  - Considering the ‘big questions’ raised by human experience and reflecting on how religious and other traditions respond to them;
  - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

### The Context

We work to the 2018-2023 Lincolnshire Locally Agreed Syllabus for RE.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of engaging RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

### Time Allocation

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA states that religious education is compulsory for all children, including those in the reception class (but not nursery classes) who are less than five years old. At Chapel St Leonards Primary School this time is arranged as discrete lessons for each class, taking place **at least** fortnightly. Some classes prefer to teach a shorter lesson each week, rather than a longer lesson each fortnight.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

**RE curriculum time does not include values lessons, collective worship or assembly.**

### Scheme of Work and Planning

Our RE Scheme of Work is based on the 2018-2023 Lincolnshire locally agreed syllabus (copies of which are retained on shared drive (Staff Only Data- Cloud) and a hardcopy can be found in the RE Subject Leader folder as well as online at: <https://www.lincolndiocesaneducation.com/site/data/files/LAS/Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf> ). RE will be based around termly themes. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity,

Hinduism and Islam. It is not expected that pupils will study all six major world religions in depth during their time at Chapel St Leonards Primary School, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The longterm plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. Our planning is based on a one-year programme. The class teacher writes the plans for each lesson and these are recorded using the school's planning format. The school has a published scheme of work created by an RE advisor which is used to support teachers with their short term planning. This enables us to ensure progression and continuity across all year groups. Planning is discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

### Teaching and Learning

Our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs.. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone.

### Resources

Chapel St Leonards Primary School has invested in a wide range of appropriate books, artefacts, DVD resources, posters, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE. Resources are stored centrally to allow for them to be shared.

### Visits and Visitors

We consider that an essential element of the delivery of good quality RE is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Chapel St Leonards Primary School. These visits are arranged in accordance with the school's trips policy. Some visits may be in the form of a 'virtual tour' which can be accessed from within our own school.

### Assessment

We reflect the latest advice and guidance on assessment in RE in our planning outcomes, ensuring that work is both matched to pupil need and enables progression.

## RE and Inclusion

At Chapel St Leonards Primary School we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

## Monitoring and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. They will be 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 RE Subject Leader will evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as the school evaluation form for the RE Quality Mark, the RE Subject Leader will work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality. The RE Subject Leader will also ensure that the curriculum is implemented in-line with what is outlined within the School's Curriculum Policy.

## Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we ask that written notice be sent to the Headteacher.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision and will make alternative provision for their child during RE lessons. Any queries regarding withdrawal from RE should be directed to the Headteacher.