

Religious Education Policy

Leasingham St. Andrew's Church of
England Primary School

'Everything you do, do in love'



Reviewed and updated: September 2024

Next review: September 2025

The Context

Religious Education is taught in our school because it makes:

“...a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

‘Everything you do, do in love’

At St Andrew’s, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 ‘Love one another, as I have loved you’

The Leasingham St Andrew’s Church of England Primary School is a single form entry village school for children in the age range 4-11. We deliver RE in line with the Lincolnshire Locally Agreed Syllabus and follow the Jigsaw RE programme.

In our school we seek to inspire ‘our school family to be positive participants in the world community. A place where we are encouraged, through love and service, to be the very best.’ We seek to empower all to fulfil their potential and flourish as agents of positive change in our world. Our curriculum provides pupils with the knowledge, understanding and skills they need to fulfil their potential. Through addressing key questions, engaging critical thinking and seeking wisdom, our curriculum supports pupils to flourish as agents of positive change. The RE curriculum at Leasingham St Andrew’s Church of England Primary School realises this vision by focussing on substantive, disciplinary and personal knowledge that unlocks pupils’ worldview literacy and empowers them to engage with the lived reality of religious and non-religious worldviews with wisdom, self-awareness and critical analysis.

As a Church of England School, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school’s distinctly Christian vision. The provision of RE is in accordance with the Trust Deed of the school.

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 and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect 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.

The Purpose of RE at Leasingham St Andrew's Church of England Primary School

We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupil's ability to hold balanced and well-informed conversations about religion and belief.

The Intent of RE at Leasingham St Andrew's Church of England Primary School

RE at Leasingham St Andrew's Church of England 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 the 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.

RE reflects the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

Within this framework our aims in RE are 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 '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 and non-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 non-religious worldviews.

By following the Jigsaw RE programme, at Leasingham St Andrew's Church of England Primary School we intend that Religious Education will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities to themselves and to others**, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations of the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week with RE lessons taught by class teachers.

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 Years areas of learning.

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

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason, we provide the Jigsaw RE Charter.

Each classroom has a designated reflection area, with a cross, a Bible, a relevant quote linked to each term's Christian value. In KS2 there will be a book of prayers written by the children linked to the Christian values. In EYFS and KS1 this will be a class prayer each half term.

Displays will consist of the enquiry question for each topic and lesson specific questions which drive the learning through each phase of the unit.

RE Curriculum Design and Implementation

We ensure that teaching and learning in RE meets the needs of pupils with all abilities; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. 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.

The RE curriculum at Leasingham St Andrew's Church of England Primary School follows Jigsaw RE and is underpinned by the Lincolnshire Locally Agreed Syllabus. Christianity is taught in every year group. The principal religious worldviews of Islam, Judaism and Hinduism will also be taught throughout KS1 and KS2. It is not expected that pupils will study all six major world religions in depth during their time at Leasingham St Andrew's Church of England Primary School, although they will have learning opportunities that allow them to encounter a range of religious worldviews. It is expected that pupils will also engage with non-religious worldviews, such as Humanism, as part of the curriculum.

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Learning will be recorded through the use of floor books. These will comprise of the following:

- A title page highlighting the concept, religion and key question(s)
- Lesson-specific key question(s) – can be handwritten.
- Pupil voice post-it notes that capture children's thoughts and opinions during debates and discussions.
- Pupil annotations around Bible verses where appropriate.
- Any pictures that are appropriate to capture the children during lesson tasks/ discussions/ debates.
- The floor books are designed to be able to capture the children's thoughts, ideas and interests, while not being onerous. Discussions and debates are essential for children to express their views on moral and ethical issues, while promoting oracy across the RE curriculum.

The floor book in EYFS will include elements of the above as appropriate, making explicit links to the current topic and PSED curriculum.

Curriculum Content

The grids below show the specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

York (Reception):

Jigsaw RE Enquiry	Worldview studied:
What makes people special?	Christianity, Judaism
What is Christmas Celebrations	Christianity
What is Easter?	Islam/Judaism
What can we learn from stories?	Christianity
What makes people special?	Christianity, Islam, Sanatana Dharma, Sikhi
	Christianity, Islam, Judaism.

Lincoln (Year 1):

Jigsaw RE Enquiry	Worldview studied:
What do Christians believe about God?	Christianity
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Who is God to Jews?	Judaism
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Who is God to Muslims?	Islam
How important is the prophet Muhammad to Muslims?	Islam

Winchester (Year 2):

Jigsaw RE Enquiry	Worldview studied:
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
How important is the Qur'an to Muslims?	Islam
How important is it to Christians that Jesus came back to life his crucifixion?	Christianity
What is the best way for a Muslim to lead a good life?	Islam

Do people need to go to church to show they are Christians?	Christianity
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Canterbury (Year 3):

Jigsaw RE Enquiry	Worldview studied:
Who is God to Sanatanis?	Sanatana Dharma
Has Christmas lost its true meaning?	Christianity
Why are there four Gospels and how are they relevant for Christians?	Christianity
What is 'good' about Good Friday?	Christianity
Why is the story of Buddha important to some Buddhists?	Buddhism
Why do Sanatanis use symbols?	Sanatana Dharma

Salisbury (Year 4)

Jigsaw RE Enquiry	Worldview studied:
Does praying at regular intervals help Muslims in their everyday lives?	Islam
What is the most significant part of the nativity story for Christians today?	Christianity
Does completing a pilgrimage make a person a better Muslim?	Islam
What is the best way for Christians to show commitment to God?	Christianity
Does belief in the Trinity help Christians make better sense of God as a whole?	Christianity
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Norwich (Year 5):

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Sanatani to lead a good life?	Sanatana Dharma
Is the Christmas story true?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Christianity
What is the best way for a Sanatani to show commitment to God?	Sanatana Dharma
What is the best way a Buddhist to show commitment to their beliefs?	Buddhism

Southwell (Year 6):

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Muslim to show commitment to God?	Islam
Do Christians celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Christianity

How do the events of Easter and Pentecost impact on Christians today?	Christianity

Impact and Assessment

The impact of the RE curriculum at Leasingham St Andrew’s Church of England Primary School is monitored through regular formative and summative assessment processes.

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children’s knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it.

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013, descriptors of these aspects utilise age-related expectations of working towards, working at the expected level and working beyond.

We provide an annual report on each child’s progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback and written comments on individual pieces of work. The assessment process described above helps teachers report to parents/carers. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

In Years 1 to 6, the assessment tasks and teacher’s marking comments can be found in the children’s RE books.

Resources

Leasingham St Andrew’s Church of England Primary School has invested in a wide range of appropriate books, artefacts, audio and visual resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Advisor and other RE professionals on the best resources to support the delivery of an effective RE curriculum.

An outline of our planning for each enquiry is available on the school website. Each class has a page and shares the termly curriculum letter here.

Visits and Visitors

RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Jigsaw RE.

We consider that an essential element of the delivery of effective RE is encounters with a range of religious and non-religious worldviews. 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 Britain. These visits are arranged in accordance with the school's trips policy.

We also encourage members of different religious and non-religious worldviews to visit Leasingham St Andrew's Church of England Primary School. External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

Supporting All Learners

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs. RE forms part of our commitment to 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 to meet the needs of all pupils, and we take all reasonable steps to achieve this. For further details, please see separate school policies.

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the teaching, for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools). Leasingham St Andrew's Church of England Primary School is a Voluntary Controlled school. As such, progress and attainment in RE is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the Subject Leader

to review and maintain evidence for the RE elements of this inspection, with appropriate support from the headteacher, governors and Diocesan RE Adviser.

Monitoring and Review

The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE.

The RE Subject Leader will monitor delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted based on:

- Pupil and teacher evaluation of the content and learning processes;
- Staff meetings to review and share experience;
- Monitoring of assessment to ensure progression throughout the school;
- Use of A3 floor books across the school to record discussions in lessons and use of the RE books as a record of assessment tasks.

The RE Subject Leader must 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 must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Withdrawal from RE lessons

We acknowledge the right of parents/guardians to withdraw their child 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 teaching RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors.

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. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

We intend that this policy should operate for the academic year 2024-2025, and then be fully reviewed by staff and governors to reflect the release of the new Lincolnshire Locally Agreed Syllabus which is due for implementation in September 2025.