



St. Lawrence Primary School



RE Policy

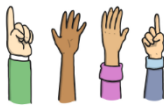
As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the PSHE curriculum at St. Lawrence School:

As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and they should help you to find and understand

Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 34

You have the right to be free from sexual abuse.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.



Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.



Article 30

You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.



Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.





RE Policy

Contents

- 1. Context**
- 2. Religious Education Reflects our Core Values**
- 3. Vision - linked to SMSC**
- 4. RE Curriculum Across St Lawrence Primary School including planning**
- 5. Withdrawal from RE Lessons**
- 6. The role and responsibility of the subject leader**
- 7. Equal Opportunities and Inclusion**
- 8. Assessment, Attainment and Progress**
- 9. Collective Worship**
- 10. Review**

1. Context

St Lawrence is a parish primary school, serving children in the age range of 4 years to 11. We deliver Religious Education (RE) in line with the Jersey Curriculum. St. Lawrence recognises and values the religious backgrounds (Christian, Hindu, Buddhist, Jehovah's Witness) and non-religious backgrounds, of each of our pupils. We intend to be sensitive to the home background of all pupils and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.

We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development, not just through RE lessons but also through Literacy (Reading, Writing, Poetry), PSHE, Art, Music, Science, History etc.

CPD – in order to ensure staff had a strong foundation of knowledge, Plan Bee was introduced to up-skill teachers and provide a framework and supporting resources for lessons. The school then selected areas and religions in line with the Jersey Curriculum requirements.

Staff meetings include updates from the Curriculum lead who attends twilight cross-curricular meetings, staff meetings and whole school CPD with national advisers such as Lat Blaylock (2022).

A box of resources is available in the relevant classrooms for Islam, Hinduism (Y4 and 6), Christianity and Judaism.

The RE co-ordinator emails teachers with videos of important festivals to show at the start of lessons or the end of the day e.g. Holi, St Valentine's Day, Yom Kippur... from BBC Teach or Youtube.



RE Policy

The coordinator also invites staff to relevant twilight sessions at the PDC and passes on resources to teachers from the RE advisor.

The coordinator saves documents, links, lists of people who are willing to come into school or support on a class trip, in the RE folder in Foundation Subjects, in the Teachers' Shared Area.

2. Religious Education reflects our core values of:

Responsibility – we are responsible for our actions and how they affect others, our own well-being, our beliefs and how we act in the world, trying to understand other people's cultures and religious beliefs, trying to learn from the wisdom of others (their stories, rules, history).

Success – we want our pupils to produce high-quality responses to the topics within the subject of RE, applying skills they've learnt from Literacy, IT, Music and have a positive experience of this subject which engenders deep thought, curiosity, awe/wonder, empathy and debate. Through reflective time in the Parish church, we want to enable our pupils to have quiet time to reflect on the Christian tradition and how the stories, plights of the 'characters. in the stories may play out today and influence their own thoughts and actions. This

Independence - we want our pupils to be able to form their own opinions based on experience, evidence, visits, others opinions, research and group/partner work. Our pupils are encouraged to take ownership of their beliefs and responsibility for the opinions they form and to 'stand up for' their beliefs.

At St. Lawrence, we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships with our parish Church (Rev. Phil Warren) and beyond. Legal requirements in RE at St. Lawrence will be met by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in Nursery classes. However, at St Lawrence, pupils in Nursery also take part in RE through becoming aware of themselves, what they think and believe, their understanding of the world around them and seasonal festivals/celebrations of different cultures (especially those represented in the class)
- reflecting the fact that religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with the Jersey Curriculum



RE Policy

3. Vision - linked to SMSC

St Lawrence School's aims for RE, are that pupils will **learn about and learn from** a range of religions and worldviews, so that they can:

- Better understand themselves and others - their (and their families') beliefs, faith, rules and place in the wider world.
- Have knowledge of the major religions and beliefs that form the basis for the faith of millions of people and demonstrate empathy towards people's choices
- Form their own opinions, based on experience, belief, faith, evidence and research
- Understand that the basis for Jersey's religious culture is a Judeo-Christian one
- Appreciate the diversity of faiths, beliefs and cultures present in our communities today - in Jersey, the UK and the wider world
- Understand the influence religions have had on people's lives, History, Art, Music, Poetry and Writing
- Produce high quality responses to activities and stimuli in lessons
- Use the lessons as a basis for forming moral choices and exploring issues of conscience
- Understand what their own and different cultures perceive as right and wrong according to religions rules/laws
- Develop a sense of awe and wonder for the world and know how different religions have explained the origins of our planet through creation stories which vary between cultures.
- Know that many societies have been founded on religious faith and the rules and laws that surround them.
- Appreciate religious festivals and celebrations, and the rituals which go along with these and being part of a faith community
- Articulate their understanding of the main tenets of the main religions, their sacred buildings and books, and the leaders/founders of them.
- By the end of KS2, have developed a wide, subject specific vocabulary across the main religions studied – Christianity, Judaism, Hinduism, Sikhism and Islam – and be able to use this to think and explain their understanding, as well as reflect on their own opinions and how they came to form them.

RE at St Lawrence offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural (SMSC) development. RE lessons offer a structured and safe space during curriculum time for reflection. Teaching in RE engages pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development.

RE makes a key contribution supporting schools to promote 'British values' and to prepare pupils for life in modern Britain. Our British values are:

- tolerance
- mutual respect between those of different faiths and beliefs
- democracy



RE Policy

- the rule of law
- individual liberty

4. RE Curriculum Across St Lawrence Primary School

At St. Lawrence School, we have focused on quality writing outcomes (2 out of 3 topics per year) to raise the profile of the subject and improve retention of vocabulary, but RE can be taught through:

- Role play, puppet shows and drama
- Story telling/books
- Discussion and debate
- Written topic work
- Genre writing
- Reflection
- Use of visitors
- Use of local community
- Use of IT – iMovie, Powerpoint, Publisher, Keynote, Pages
- BBC Teach, Youtube clips, films and videos

EYFS – St Lawrence Primary School relates the Religious Education aspects of the children’s work to the objectives set out under the Personal, Social and Emotional Development and Knowledge and Understanding of the World areas which are crucial to the development and progress of all pupils at this stage.

Pupils begin to understand religious beliefs by taking part in activities that help them understand themselves, their family, cultures present within their class and celebrations of cultures from around the world. They will also have experience of the Nativity story, take part in a Nativity performance and have experience of visits from people of different faiths, as well as the parish church congregation. Symbols are introduced with a walk in the locality to identify symbols related to the parish and traditions within religions are celebrated in the context of the class.

KS1 – pupils at KS1 will focus on Christianity as it is the foundations of our culture and explore other religions (mainly the Jewish Faith) through Creation stories, rites of passage, our wonderful world. Open the Door comes in on a twice weekly basis to retell Bible stories from the Old and New Testaments, reflecting on their meanings.

KS2 – during KS2, pupils explore, gain knowledge in and reflect on the religions of Christianity, The Jewish Faith, The Hindu Tradition, Sikhism as well as a term on Buddhism in Y5. In some lessons (rites of passage and signs and symbols) pupils also explore what Muslims hold sacred and believe and their main beliefs.



RE Policy

Children in KS1 and 2 take part in a Christmas service at St. Lawrence Parish church around the Nativity Story, read from the Bible by Y6, with hymns, poems and various 'performances'.

Children from Reception to Y1 have taken part in reflection time and activities with members of the congregation of the parish church (Messy Church), whilst KS2 have had time to explore the key concepts/stories of Christmas and Easter through: Christmas-in-a-box, A Walk Through Easter, Jesus and the Leper, when they encounter themes as well as, 'I wonder questions...', Dark to Light/Love and Hope, Compassion.

Time Allocation

KS1

- Y1 - 30
- Y2 – 30 mins but in 1 hr block alternated with PSHE

KS2

- Y3 - 1 hr.
- Y4 – 1 hr.
- Y5 - 1 hr.
- Y6 - 40 mins. (and additional time at the end of each term to complete an in-depth outcome – full morning or afternoon.)

5. Withdrawal from RE Lessons

Parents who wish to withdraw their children, because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and governors. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents. A record of withdrawals is kept by the teacher and RE coordinator (*1 child only at the moment AB, Y4 - JW*).

6. The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of RE teaching and learning
- To update documentation where necessary



RE Policy

- To produce action plans for the School Development Plan and manage the budget allocated effectively
- To liaise and consult with outside agencies where appropriate
- To prepare and lead INSET
- To attend relevant training to develop CPD
- To regularly review the contribution made by RE to a meaningful curriculum

7. Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of religious education. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Lessons will be taught with respect and the tolerance of those with difference faiths and beliefs.

8. Assessment, Attainment and Progress

Children demonstrate their ability in religious education in a variety of different ways, dependent on age and ability. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their written work through targeting in RE Books where pupils should respond to targets in purple pen (where appropriate – written outcomes).

9. Collective Worship

In line with the 1988 Education Reform Act and the 1996 education Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character' our collective worship reflects the basic traditions of Christian beliefs without being distinctive of any denomination. Specific content to illustrate specific aspects of Christian belief are drawn from both the Christian and secular world, and where the beliefs are common with other faiths, from those traditions also. Collective worship takes place in assembly once a week. A Christian prayer of thanksgiving is said each day before the children eat (they can sit quietly and reflect if they choose to do so).



RE Policy

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of St Lawrence School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live to develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- reflect on that which is considered worthy
- worship God
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human consider the wonders and worries of the world
- reflect on stories/parables from the Christian tradition and other world religions
- build on cultural capital – knowledge of their own traditions and how these have been and are reflected in Art, Music, Drama etc.

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, in St Lawrence School, Collective Worship will, at times, feature aspects of the curriculum, which will enhance the experiences of pupils by



RE Policy

reflecting on the work done in classes. For example, when children lead assemblies based on a poem with religious context or when sharing part of a topic they have studied.

The headteacher is responsible for the collective worship in the school and keeps a record of these.

The Act of Collective Worship

A variety of teaching and learning styles, and active and interactive methods, are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

Withdrawal from Collective Worship

Our assemblies will be conducted in a manner that is sensitive and inclusive so as to ensure that all children feel comfortable to attend the assembly. Children know when they can leave the assembly if their parents do not wish them to take part in e.g. the celebration of birthdays - JW.

10. Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Pupil interviews
- This policy is reviewed by the coordinator yearly



RE Policy

SMSC in RE

Spiritual

Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews
Asking and responding to questions of meaning and purpose
Considering questions about God and evaluating truth claims
Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life

Moral

Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, Investigating the importance of service to others in Sikhism, Hinduism and Buddhism
Exploring religious perspectives and responses to evil and suffering in the world Asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story



Social

Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence
acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Asking questions about the social impact of religion

Cultural

Exploring similarities and differences between faiths and cultures Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity

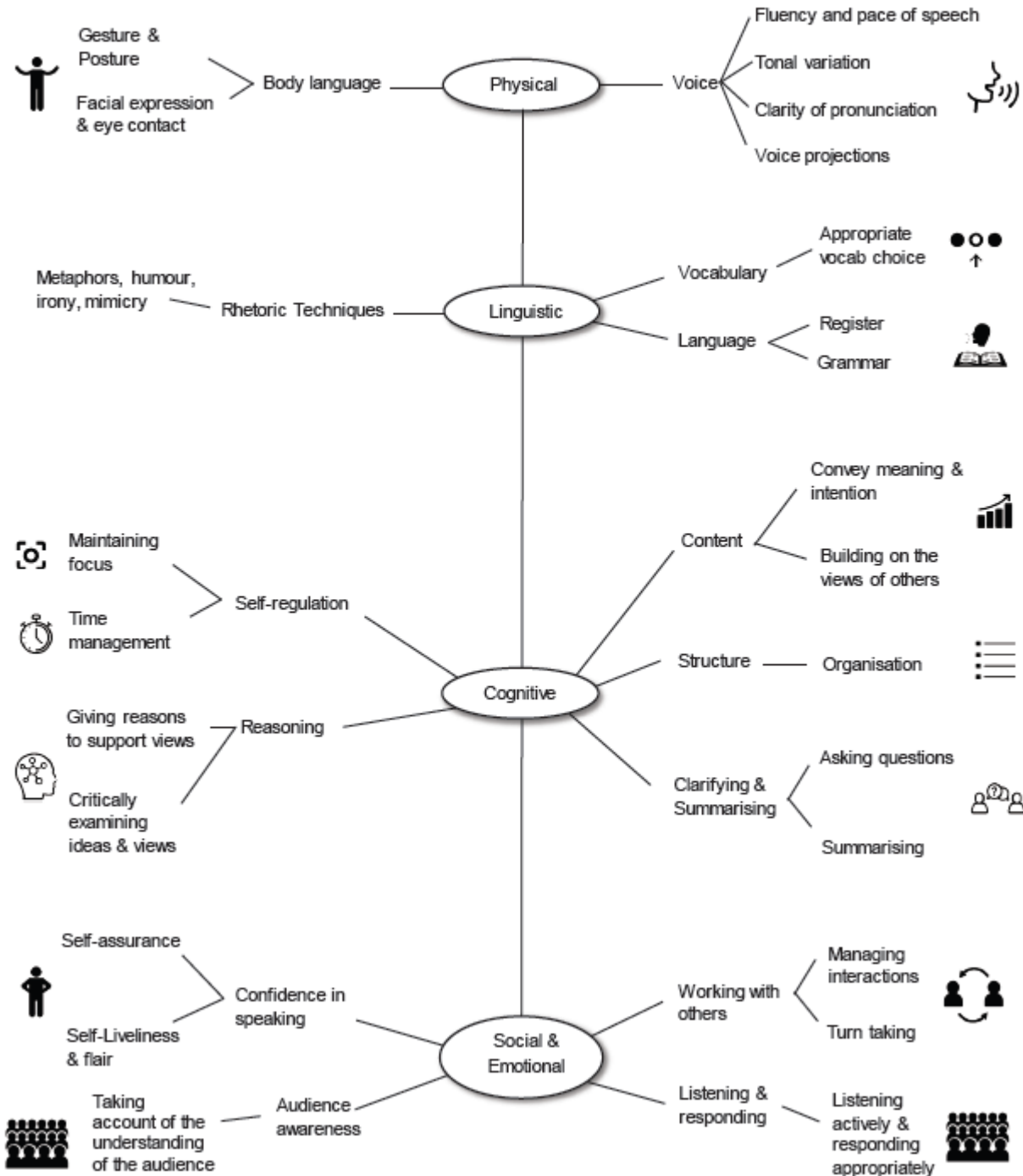


RE Policy

Oracy Graphic Organiser



“Get talking in class”





RE Policy

Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
|---|--|



RE Policy

	<h3>Talking like a Theologian Sentence Stems</h3>	
<ul style="list-style-type: none"> • I like / dislike... • I wonder... 		
<ul style="list-style-type: none"> • Overall, I think that... • I agree / disagree with...as... • I wonder why... 		
<ul style="list-style-type: none"> • Some people believe that, • This teaches others that... • This has influenced others, by... • From my own reflection, • I have noticed that... • It is a view that... • Some people agree / disagree with this belief, because... • This view is persuasive because... 		
<ul style="list-style-type: none"> • One interpretation of this text is... • I think this means... • The greatest effect of this is... • One impact of this belief is... • In contrast, it could be argued... • Therefore, we can conclude that... • One of the main effects of this is... • It is possible that... results in... • Ethically, this makes me feel...due to the... 		



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RE Policy

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	December 2022	Carolyn McCartney	Draft			
0.2	March 2023	Carolyn McCartney	Review	Whole staff	Whole staff	March 2023
0.3	May 24	CMcC	Oracy in RE	Whole Staff	Whole Staff	May 24