

St Leonard's Church of England Primary School

Religious Education Policy

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updated:	September 2023	
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Date of next	March 2025	
review:		



St Leonard's Church of England Primary School Religious Education Curriculum

Our Mission Statement

In Jesus' footsteps...





...we will grow in grace and knowledge.

At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that **all** are precious. By following in Jesus' footsteps, with Pupil Promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth.

By following Christ's example we "Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ." 2 Peter 3:18

As a school community we...



Sharing Faith and Hope

We provide a holistic learning journey and curriculum that enables reflection and spiritual growth including collective worship, teaching about Christianity and other world faiths.



Love and Value All

Rooted in love with St. Leonard as a model, we develop children's ability to be courageous advocates who act with a strong sense of inclusion, acceptance, justice and equality for all.



Learn, Remember and Do

Through curriculum challenge, enrichment and high expectations we inspire children to love learning deeply, and use their acquired knowledge, skills and talents for the greater good and in service to others.



Aspire, Flourish and Shine

Together we cherish and celebrate children's achievements, giving them the confidence to aspire to be the best they can be and to shine their light on their school and community.



This Mission is central to all that we do and as such is visible throughout our school in this manner:



We see this vision driven throughout our RE Curriculum:



How our curriculum drivers shape...

RE

Share Faith and Hope



Love and Value All

As a Church school, with a vision to 'Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ,' (2 Peter 3:18) we help the children to better understand who Jesus was. We do this through listening to God's word, revealed to us in the Bible, and exploring ways in which that knowledge can help us personally in our relationship with God.

With an inclusive approach to teaching about religion, children's understanding of commonalities, respect for differences, and appreciation of the need to live in service of others is fostered. Children learn both from the teachings of Christianity and through people of faith, how to put their beliefs into action. Sharing in the Church of England's Vision for Education (2016), we believe it is important to be both 'deeply Christian and serving the common good' so that 'the riches of the Christian life overflow to those of other faiths or no faith.'

Our RE Syllabus (Blackburn Diocese, Questful RE), extends and supports our foundational aim of spreading the gospel by identifying World Faith links. This way, our current context is valued by exploring the similarities with other religions.

Learn, Remember and Do





Aspire, Flourish and Shine

In following our RE Questful programme children learn about the life of Christ and the fundamentals of the Christian Faith as well as learning about other world faiths.

This knowledge is reinforced through whole school collective worship, class worships and our continual strivings to follow in the footsteps of Jesus Christ.

As we aim to continue the mission of Jesus, who came that people may have life to the full (John 10:10), we recognise the importance of helping people to flourish.



The Distinctive Content of Our Church School

RE is central to the mission of the school at St. Leonard's. As a school of Faith, we ensure that our RE curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, which is both unique and diverse. Our pupils are fully engaged in our RE curriculum as they are challenged through our use of the diocesan Questful RE curriculum, which challenges our pupils through exploring core concepts and questions. At St Leonard's we take seriously the teaching of faith and the impact it has on the lives of believers. This is true not only of the Christian faith but of those of other faiths. It is essential that our pupils experience being accepting and understanding to those with faith and those with none. We believe that all people in the society they experience, and are yet to experience, are equal, and have a right to their own choices and their own expression of belief. It is through this that we embody our Christian values and British values, to love one another as Christ has loved us and indeed to walk in the footsteps of Jesus Christ. It is through this approach to our curriculum that we have a carefully considered plan of teaching, which is unique to our school.

This can be expressed in more detail and distinctively as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

We help to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- develop pupils own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- enable an experience of the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

We enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.



Content of Religious Education

As a Voluntary Aided School RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in our school. Religious Education is taught using the Blackburn Diocese Board of Education RE Syllabus (which fulfils all legal requirements and the RE Statement of Entitlement from the Board of Education Office 2019), using key questions as a driving force to understanding. SEN pupils are supported and as such assessment is based on knowledge and a quest for deeper thinking.

An overview of our curriculum from Spring 2 2024

An overview	of our curriculum from Spring 2 2	2024	
	Autumn (Christianity + Other Faiths)	Spring (Christianity + Other Faiths)	Summer (Christianity + Other Faiths)
EYFS	2 Harvest (4)	6 Stories Jesus Told (4)	9 Special Places (4 + 2)
N	1 I Am Special (4 + 1)		Islam (1) & Hinduism (1)
	Islam (1)	8 Friendship (4)	10 Prayer (4 + 2)
	4 Christmas (4 + 2)		Judaism (1) & Islam (1)
	Hinduism (2)	7 Easter (5)	
EYFS	2 Harvest (4)	11 Special Times (4 + 2)	5 Stories Jesus Heard (5)
R	3 Special People (4 + 2)	Sikhism (1) & Hinduism (1)	3 Stories sesus ricara (3)
	Islam (1) & Sikhism (1)	Sikilisiii (1) & Filinduisiii (1)	10 Prayer (4 + 2)
	4 Christmas (4 + 2)	7 Easter (5)	Judaism (1) & Islam (1)
	Hinduism (2)	Laster (3)	Jadaisiii (1) & isiaiii (1)
Year	2.1 The Bible. Why is it	1.4 Jesus Was Special (6)	1.7 Why Is Baptism
1 & 2	such a special book.	, , ,	Special? (4 + 3)
Cycle A	(5 + 5 incl. Mosque visit)	2.4 Easter. How do	Hinduism (1), Sikhism (1) &
	Judaism (2) & Islam (3)	symbols help us	Islam (1)
	, ,	understand the story?	
	1.3 Christmas. Why do we	Signs and symbols (5)	1.2 God and Creation
	give and receive gifts?		UC 1.1 What do
	(5)		Christians Believe God is
			like? (4 + 2)
			Islam (1) & Hinduism (1)
Year	1.1 Harvest. How can we	2.3 Jesus Friend to	2.6 What happened at the
1 & 2	help those who do not	Everyone (6)	Ascension and Pentecost?
Cycle B	have a good harvest?		(4)
	(3 + 2)	1.5 Easter. Celebrating	
	Judaism (2)	new life and new	2.5 Why is Church a
		beginnings (5)	special place for
	2.2 Christmas. Why was		Christians?
	the birth of Jesus such		(6 + 5 incl. mosque
	good news?		visit)
	(5)		Judaism (2) & Islam (3)

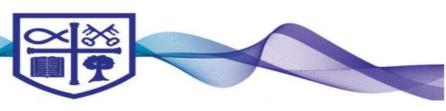


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Year	3.6 Harvest (3 + 3)	3.3 Jesus the Man Who	3.5 Which Rules Should
3 & 4	Judaism (1) &	Changed Lives (6)	We Follow (6 + 6)
Cycle A	Hinduism (2)	3 ()	Islam (4) & Sikhism (2)
, , , ,	3.2 Christmas. God with	4.4 Exploring Easter as a	() ()
	Us (5)	story of betrayal and trust	
		(5)	
		(3)	
Year	4.1 David and the Psalms	4.3 Jesus	4.5 Are all Churches the
3 & 4	(6)	Why do Christians believe	same?
Cycle B	(0)	Jesus is the Son of God?	(6 + 6 incl. Gurdwara visit)
Cycle B	4.2 Christmas. Exploring	(7)	Islam (1), Judaism (1),
	the symbolism of light.	(*)	Hinduism (1) & Sikhism (3)
	(4 + 2)	3.4 Exploring the Sadness	Tilliadisili (1) & Sikilisili (3)
	, ,	, -	
	Judaism (2)	and Joy of Easter (5)	
Year 5	5.5 Old Testament Women	5.3 Jesus	5.1 The Bible
lear 5	Did she make the right	Why do Christians believe	(6 + 6 incl. Hindu temple
	choice?	Jesus was a great teacher?	visit)
	(5 + 2)	~	•
	, ,	(6)	Islam (1), Judaism (1)
	Judaism (2)	F 4 Mb. do Christians	Hinduism (3) & Sikhism (1)
	5.2 Christmas. The gospels	5.4 Why do Christians	
	of Matthew and Luke	believe that Easter is a	
	(5)	celebration of victory	
<u> </u>	6.41.6	(5)	
Year 6	6.1 Life as a Journey and	6.3A Why is the Exodus	6.5 Ascension and
	Pilgrimage (6 + 4)	such a significant event in	Pentecost – In what ways
	Islam (1), Judaism (1),	Jewish and Christian	do these events and
	Hinduism (1) & Sikhism (1)	history? (4 + 2 inc. Jewish	beliefs make Christianity
		Museum Visit)	distinctive? (4)
	6.2 Advent. How do	Judaism (2)	
	Christians prepare for		6.6 God
	Christmas? (5)	6.3 Why Do Christians	What is the nature and
		Celebrate the Eucharist?	character of God?
		(3)	(5 + <mark>3</mark>)
			Islam (2) & Hinduism (1)
		6.4 Who Was Jesus? Who	
		Is Jesus?	
		(4)	

Statement of Aims

Within the context of our church school, Religious Education will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience with respect and understanding of other faiths.

Progress in RE at St Leonard's is significant and our attainment high as we ensure that our pupils develop to have strong religious literacy.



The unique relationship of Re and Worship

As our mission states 'by following Christ's example we "Grow in the grace and knowledge of our Lord and Saviour Jesus Christ." This permeates every aspect of the worship life of our school and impacts the approach to our teaching of RE. This approach strengthens pupils understanding of the impact their lives can have when they too follow in Jesus' footsteps. Pupils are fully aware of the connection between learning and reflection which occurs both in lessons and in worship, supported by the Diocesan Worship materials used at school. Although managed separately R.E. and Worship complement and enrich one another.

Resources

Resources for the teaching of Religious Education are situated in the cupboards along the infant corridor and the upstairs cupboards in the school house. These include;

- · Blackburn Diocesan Materials
- · CEM materials
- · Books and magazines e.g., Cracking R.E.
- · Denominational artefacts and posters
- · Chatter Boxes for younger children

The church is also one of our resources.

We also have human resources where we have the parish clergy and various speakers. There is a budget

allocation and appropriate resources will be purchased as required.

In-Service Training and Staff Development

The R.E. subject leader attends in-service training courses. Materials and relevant ideas are then disseminated amongst the staff. Other staff members may also attend courses if appropriate.

Assessment and Record Keeping

There is a separate policy on assessment, marking and record keeping. Assessment in RE is carried out using the 8 point scale to track progression in RE throughout the school. Work is moderated by staff at least once each term.

Monitoring

The quality and content of Religious Education will be reviewed annually and additional units will be added when there are mixed age group years.

The Legal Basis for Religious Education

Religious education in church schools is governed by the 1944 and 1988 Education Acts as well as by the Trust Deeds of the school. Therefore Religious Education at St Leonards is in accordance with the beliefs and traditions of the Church of England.

Diocesan guidelines are that approximately 5% of curriculum time should be devoted to R. E. and that Christianity is central to the teaching of R.E. taking up 80% of the available time. This requirement is met by our provision at school.

Parental Rights of Withdrawal in a Voluntary Aided School

As a Voluntary Aided School, parents may legally withdraw their children from Religious Education.

The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of



pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to. Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Complaints about the Provision of Religious Education

It is hoped that any complaint will be resolved informally by the Head teacher in consultation with the Governors, and possibly with advice from the Diocese. However, if the complaint is not satisfactorily resolved the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

RE Subject lead: Mr Robin Colpman and Mrs Hannah Pountain

Headteacher: Mrs Dawn Lindley