



R.E. POLICY
FOR SHAKESPEARE PRIMARY SCHOOLS

At Shakespeare Primary school Religious Education (RE) is taught in accordance with a local agreed syllabus (in our case The Lancashire Agreed Syllabus). At the heart of this syllabus is the aim to support pupils' personal quest for meaning by engaging pupils' enquiry into the question '**What is it to be human?**', through exploring answers offered by religion and beliefs. In this way, we seek to enhance the life experiences of our young people and give them the skills to tackle the life long quest for meaning.

As Children seek to make sense of the many issues they encounter RE is able to help children become more aware of their own nature, their strengths and gifts and to celebrate what it is to be human. It can help support children to identify those values in their own lives and also to engender understanding and to respect the diverse beliefs and traditions of other peoples or cultures.

Aims of RE:

- to develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.
- to play a leading role in pupils' spiritual, moral, social and cultural development.
- To encourage pupils to ask and find answers to challenging questions about the ultimate meaning and purpose of life.
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- For pupils to find answers about themselves, the nature of reality, issues of right and wrong, and what it means to be human.
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- To contribute to pupils' personal development and well-being and to improve community cohesion by promoting mutual respect and tolerance.
- to make important contributions to other parts of the school curriculum such as the Creative Curriculum, citizenship and PSHE education.

Skills

Our RE curriculum will provide opportunities for the children to develop the following skills:

- Investigation
- Empathy
- Synthesis
- Interpretation
- Evaluation
- Application
- Reflection
- Analysis
- Expression

The Lancashire Field of Enquiry for RE and Planning

This lies at the heart of the syllabus with its central question '**What does it mean to be Human?**' Pupils will progress in RE with regard to the exploration of:
shared human experience (SHE),
beliefs and values (BV),
living religious traditions (LRT)
and the search for personal meaning (SPM).

It is not our intention to lead children to any specific faith but to use RE to encourage Shakespeare pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness, self-awareness and to the beliefs and values of others.

Planning

Planning at Shakespeare school will address the Lancashire field of Enquiry. Each year group has a year group question, each of the RE topics within the year group should aim to link back to this Key question which are as follows:

Reception: Why are some things special ?

Year 1: What do people say about God?

Year 2: What matters most to us?

Year 3: Who should we follow?

Year 4: How should we live our lives?

Year5: Where can we find guidance about how to live our lives?

Year 6: In what ways is life like a journey?

Teachers will identify on their plans which aspect/s each lesson is covering (SHE, B&V, LRT and SPM and this will be written in the first column on the planning sheet). We will follow Lancashire advice which suggests that each lesson begins with an investigation question. Planning will follow the format which has been designed to incorporate the Lancashire Agreed Syllabus of Religious Education (2011).

In both Key stage 1 and 2 the staff at Shakespeare will deliver at least 3 investigations of Christianity (God, Jesus and the Church) each year as well as 2 or 3 investigations from the other major world religions of: Buddhism, Judaism, Islam, the Hindu Dharma, and the Sikh Dharam . (See Whole school overview)

Assessment

Each year group has an assessment tracker spreadsheet which is located on the L Drive in the 'Assessment' folder. The tracker identifies those children who are 'below', 'working towards', 'expected' or 'greater depth'.

Teaching methods

A variety of teaching methods are employed as appropriate to help stimulate children's learning. Through Religious Education children engage in active learning through discussion either in whole classes or in groups, through role play and creativity.

Through employing a variety of teaching methods we hope to challenge the children and to guide them in learning from and about religions. Where possible we aim to make links with local churches and faith communities to make active use of these as a learning opportunity, including visits to sacred places and visitors into school.

Special Educational Needs

We believe all children should have access to a broad and balanced curriculum which includes Religious Education and make the greatest progress possible. We provide learning opportunities that are matched to the needs of the children. Further details are contained in the schools Special Educational Needs Policy.

Equal Opportunities

At Shakespeare Primary School. we value the opinion, beliefs and practice of all. It is the responsibility of all teachers to ensure that all children irrespective of gender, ability, including gifted children, ethnicity and social circumstances, have access to the curriculum and make the greatest progress possible. Religious Education provides opportunities to raise awareness and to value cultural and ethnic diversity.

Withdrawal from Religious Education

It is recognised that parents have a right to withdraw their child from Religious Education in its entirety or in part. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during the lessons by the class teacher in consultation with the Head teacher.

Resources

The resources are stored in a central position (upstairs next to the server room and in the year 2 group room) and include artefacts, books, posters and DVDs. They are being updated continually.

Created by Helen Peters 2013

Updated Helen Peters June 2015

Checked by Helen Peters June 2016

Updated April 2018 and approved by Governors 1st May 2018

Updated December 2022

Appendix 1 Whole school overview

	Year group Key Question	3 week whole school bible project	AUTUMN FIRST HALF	AUTUMN SECOND HALF	SPRING FIRST HALF	SPRING SECOND HALF	SUMMER FIRST HALF	SUMMER SECOND HALF	
Class R	Why are some things special?		Special Times Harvest Diwali Christmas		Special Stories Easter		What is special about our world		
Year 1	What do people say about God?		Why do Christians say that God is a father?	Why is Jesus special to Christians? <i>(Christmas)</i>	How do some people behave because of what they believe? Buddhism	What do Hindus believe about God? Hinduism	How might some people show that they belong to God? Baptism Visit to St Nicholas' church		
Year 2	What matters most to us?		Sharing 6 hours	Why do Christians say that Jesus is the light of the world? Christmas Christingle	Why do Muslims believe it is important to obey God? Islam	Power (Easter) TBC	What unites the Christian community?	What aspects of life really matter? Judaism	
Year 3	Who should we follow?		Faith and Trust 8 hours (carry over to spring if not enough time)	Why is Muhammad an example for Muslims? Islam	What does it mean to be a disciple of Jesus?	What do Christians mean by the holy spirit?	Why are the gurus important to Sikhs? Sikh Dharma	Why is family an important part of Hindu life? Hinduism festival of Raksha	

Year 4	How should we live our lives?		Living the Faith Where do people worship?	What might a Hindu learn through celebrating Diwali?	How do Sikhs express their beliefs and values? Sikh Dharma	Is sacrifice an important part of religious life?	Why do Muslims fast during Ramadan? Islam	Bandhan What does love your neighbour really mean?
Year 5	Where can we find guidance about how to live our lives?		Sacred Books 6 hours	Why is the Qur'an so important to Muslims? Islam	What is a miracle? Miracles of Jesus Easter	What might Hindus learn from stories about Krishna? Hindu Dharma Festival of Holi	Do people need laws to guide them? Judaism	
Year 6	In what ways is life like a Journey?		Sikh Dharma What is important to Sikhs on life's journey	What is Hajj and why is it important to Muslims? Islam	If life is like a journey, what is the destination?	How do we find happiness on life's journey? Buddhism		

Appendix 1