


Lockerley Church of England Endowed Primary School

'Believe Together, Achieve Together'

# Religious Education Policy

*'So in everything, do to others what you would have them do to you,  
for this sums up the Law and the prophets'  
Matthew 7:12*

Approved by	FGB
Approved on	February 2026
Review date	February 2027
Headteacher	

## Vision

Our vision at Lockerley Church of England Primary School is a drive for all to show love in our hearts, courage in our learning and respect for one another

## Setting the context

Lockerley Primary School comprises of pupils and staff predominantly of European origin, however, all ethnic groups are welcome. The school has a good relationship with the local community and encourages a strong partnership with parents. The school is situated opposite Butts Green in the village of Lockerley and within a short distance of St John's Church, which is used for various celebrations during the school year including, Harvest Festival, Christmas Service, Easter Celebrations, Pentecost and class collective worship.

## Local Education Authority Agreed Syllabus

In accordance with the school's Trust Deeds, RE in this school is taught in accordance with Church of England Christian beliefs and practices. In accordance with legal requirements, the teaching of Religious Education at Lockerley Endowed Church of England Primary School is required to follow the schools Trust Deeds. The LEA Agreed Syllabus is used to support the teaching of Religious Education.

## Aims and Purpose of Religious Education

- To teach Religious Education in the context of the School Mission Statement and Trust Deed
- To foster in pupils a reflective approach to life in order to develop their own spirituality
- To have staff, governors and parents working together to foster a positive, caring and supportive environment based on Christian teaching and principles in which pupils are valued and secure
- To enrich this process through the study of living faiths, acknowledging the fact that the religious traditions in Great Britain are in the main Christian and taking account of the teachings and practices of other principal religions represented in the Country
- To develop the children's skills, concepts and attitudes identified in both Understanding Christianity and Living Difference III
- To promote reflection, empathy, comprehension, investigation and interpretation and analysis
- To foster attitudes such as curiosity, open-mindedness, self understanding, respect and wonder and appreciation, as these are fundamental to a fair minded study of religions and spiritual dimension of human life.

It is through this approach we aim to help children develop understanding and empathy and respect the right of people to hold and practise beliefs different to their own.

### Organisation

- A long term plan for RE is provided by the RE Subject Leader on a two year rolling programme.
- RE is taught weekly in the mornings
- Links are made with other curriculum areas where possible, in order to enhance learning, particularly literacy.
- A unit of work is identified for each half-term led by an appropriate concept.
- As a Voluntary Aided School our RE curriculum predominately follows the Understanding of Christianity Scheme of Work. Christianity is a primary focus for our RE curriculum (around 2/3 of our curriculum). It follows a secure progression of knowledge and understanding and therefore teachers formally assess this part of the curriculum. The remaining part of the curriculum is taught from Living Difference IIII to expose children to other faiths. See appendix 1 to see curriculum 2 year cycle. This is monitored by our RE lead through pupil conferencing of retrieval of information.
- Medium Term Planning is provided to support teachers in their delivery of RE. This is provided by the RE subject Leader and follows 'Understanding Christianity' and the Hampshire Agreed Syllabus 'Living Difference'
- Short Term Planning is the responsibility of the class teacher.
- In EYFS & KS1 the learning is captured in class floor books and individual pupil work books. The majority of this curriculum is practical and discussion based so we record photos, key questions and speech bubbles in the floor books. In KS2 children record their learning in individual work books.
- Planning is flexible to the learners needs and based on prior assessment. There will be a key task which has variations of this task to support and scaffold and to deepen learning. Appropriate language is scaffolded in each class with key vocabulary displayed on the working wall. Teachers model the use of this language in their teaching. Stem sentences are used to support the use this key vocabulary.

### Resources

- The school uses the County RE Resource Centres loan service and Diocesan Resource Centre for artefacts, books, CD's to support the teaching and learning of RE.
- The school's resources are regularly being developed to meet the needs of the developing RE curriculum.

### Equal Opportunities

- Religious Education is provided for all pupils regardless of religion, race, gender ethnicity, age or ability.
- Pupils with Special Needs receive support to undertake work which is planned for their level of ability and which allows them to take an effective and valuable role in co-operative group work.

### Assessment, Recording and Reporting

- Assessments of the Understanding Christianity are made by the teachers continuously and used to plan subsequent lessons. Teachers track individual progress which identify children not achieving Age Related Expectations and those exceeding them. This provides information for the pitch of teaching when learning about the next concept. The RE lead carries out termly monitoring of assessments. This involves staff conferencing around identified children. RE lead asks the teacher about the child's attainment, contributions to lesson discussions and understanding too build a picture of how the assessment was made. The RE lead will then triangulate this information with the pupil through pupil conferencing and work sampling.
- We have made the decision to not assess Living Difference IIII as this curriculum provides exposure to different religions but does not build up progressively. RE lead carries out monitoring of this through pupil conferencing of the retrieval of information and knowledge.
- The progress the pupils make is annually reported to parents.

### Parental Right of Withdrawal

In accordance with the legal requirements parents have the right to withdraw their children from parts of or all teaching of R.E. lessons. Any parent wishing to withdraw their child may arrange a meeting with the Head teacher in order to discuss concerns and arrangements.

It should be noted that when occasions arise in which spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute R.E. within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.

APPENDIX 1

Cycle 2 Golden threads highlighted

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	<b>THANKING</b> (Harvest)  God / creation UC unit	<b>CELEBRATING BIRTHDAYS</b> <b>Bonfire night/divali/FoL</b> (ideas from incarnation UC unit)	<b>STORY TELLING</b>  Stories Jesus told	<b>CELEBRATING NEW LIFE</b>  (add in ideas from salvation unit UC)	<b>SPECIAL CLOTHES</b> Clothes in Judaism and Christianity	<b>CELEBRATION</b> Jews celebrating Shabbat
1/2	<b>SPECIAL PLACES</b>  Church / Synagogue (visitor)	<b>JOURNEYS' END</b>  (ideas from incarnation UC unit)	<b>SPECIAL BOOKS</b> Bible and Torah Planning	<b>SAD AND HAPPY</b>  (add in ideas from salvation UC unit)	<b>God (love)</b> (UC unit)	<b>Friendship</b>  (UC gospel unit)
3/4	<b>Creation</b>  (Creation UC unit) (special)	<b>GOOD AND EVIL</b> Divali <b>LIGHT</b> (UC digging deeper within Incarnation/God)	<b>GOOD NEWS</b>  (UC gospel unit)	<b>GOOD FRIDAY?</b>  (UC salvation unit)	<b>TRINITY</b> (UC core learning within incarnation / God)	<b>DEVOTION</b> <b>Mahashivratri</b> (The night of Shiva) (Love)
5/6	<b>God</b>  (UC unit)	<b>Incarnation</b>  (UC unit)	<b>SUBMISSION</b> Mohammed and the Qur'an.	<b>RESSURECTION</b> The Empty Cross (love)  (UC salvation – year 6 unit)	<b>SACRED</b> Sacred places – church and mosque (special)	<b>Kingdom of God</b>  <b>HUMANISM</b> The good life LD  (UC unit)

Cycle 1

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1/2	<b>Caring for our world</b>  (Creation UC unit)	<b>SYMBOL</b> <b>Candlelight on the Advent ring</b>  (ideas from incarnation UC unit)	<b>SPECIAL FOOD</b> Bread and wine Challot for Jews	<b>WELCOMING</b> Palm Sunday  (community) (ideas from salvation UC unit)	<b>SPECIAL THINGS</b> Cross for Christians/Torah for Jews Planning	<b>FORGIVENESS</b>  (ideas from gospel UC unit)
3/4	<b>People of God</b>  (UC unit)	<b>ANGELS</b>  (focus more on Christmas story – us UC Incarnation unit – digging deeper)	<b>REMEMBERING VISHNU</b> Festival of Holi  (community)	<b>The Last Supper</b>  (UC salvation unit – digging deeper) (belonging)	<b>Pentecost</b>  (UC – Kingdom of God unit)	<b>CREATION</b> Creation Stories including Christian and Hindu – main focus on Hinduism (ANOTHER FAITH another story i.e buddism)

5/6	<b>Science and Religion</b>  <b>HUMANISM</b>  (Creation UC unit)	<b>INTERPRETATION</b> The two birth narratives.  (ideas from UC incarnation unit)	<b>UMMAH</b>  Five Pillars of Islam <b>(community)</b>	<b>SALVATION</b>  (UC salvation unit – year 5)	<b>JESUS IN ART</b>	<b>rites of passage</b> <b>(belonging)</b> (Islam)
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