



"Loving and Learning together, for Life, as Jesus taught us."

RE Rationale

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

We want pupils to have high-quality reading opportunities, engage in active and experiential learning and take pride in their outcomes. At Leonard Stanley C of E Primary School, our R.E lessons are intended to **help the children understand how worldviews influence people's lives and encourage wider thinking to help them engage, with the use of simple tools, how others world views influence their lives.** We want to help them to develop the ability to make reasoned and informed judgements about religious and moral issues. We intend to provide all our children with the knowledge, understanding and skills needed to handle questions raised by religion and belief. This will enable them to reflect on **their worldviews and understand how this influences their way of living.** We want our children to make sense of a range of religious and non-religious **world views** in order to appreciate and appraise the significance of different ways of life, both locally and in the wider world. It is also our intention for children to make connections between religious and non-religious **worldviews** and to challenge ideas and evaluate thoughtfully, with increasing clarity

and understanding. Being equipped with a secure level of knowledge will give all children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually particularly as they go to secondary school and in their lives beyond

Implementation: *What do we teach? What does this look like?*

We plan our religious education curriculum in accordance with the Gloucestershire Agreed Syllabus. The principal aim of Religious Education in Gloucestershire is to engage children with questions arising from the study of religion and beliefs so as to promote **understanding of their own and others' worldviews**. The agreed syllabus sets out three core elements which are woven together to provide breadth and balance within the teaching and learning about religions and beliefs. These three core elements are:

- Understand how world views influence people's lives
- Engage with world views
- Understand themselves

These elements set the context for open exploration of religion and belief. They offer a structure through which children can encounter diverse religious traditions alongside non-religious world views. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Early Years: Preschool and The Reception Year

In the EYFS, RE is included within the 'Understanding of the World' area of learning. As with other learning in Preschool and Early Years, our children will mainly learn about science through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on **Young Learner's Interest**. This includes:

RE

Educational Programme – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
PSED	• Develop their sense of responsibility and membership of a community.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others.	Building Relationships • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
UTW	• Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people.	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.	People Culture and Communities • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Past and Present • Talk about the lives of the people around them and their roles in society.

Assessment and Monitoring

We assess learning outcomes in RE and look to see if our pupils are emerging or meeting expectations in the individual units of work. **We provide opportunities for the children to reflect on their learning.** We assess each unit of work and make a professional judgement based on work samples, recall discussions and other responses to teaching and learning. Quality of RE teaching is monitored through learning walks, lesson drop ins and book looks.

KS1 and KS2

- RE is taught explicitly throughout the year.
- RE books are used to record ideas, information and work completed
- RE is an inclusive subject and we ensure that all children have access to discussions and relevant tasks.
- We assess children using our Feedback Sheets to monitor what is learnt and what needs reinforcement
- **We use reflection journals to help develop their understanding of Christianity**

Impact: What will this look like? What will children be able to do before they leave our school?

By the time children leave Leonard Stanley Primary School will;

- extend their knowledge and understanding of religions and beliefs
- **Pupils will understand how world views influence people's lives**
- **Pupils can select the correct tools to find out about world views and how they impact on people's lives**
- **Pupils will understand their own world views better**
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
- Children are able to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding