

Section 1: Vision and Leadership



Biblical Teaching Roots, Vision & Values

VISION STATEMENT

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another – to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

“If you believe, you will receive whatever you ask for in prayer.” Matthew 21:22

Theologically Speaking...

We believe that God created and sustains the world (Genesis 1-2). We believe that all are created in the image of God (Genesis 1.26-27). In educational terms therefore this means that we are an inclusive and caring school where we give everyone the time and support needed to flourish. It is our aim to open minds & widen horizons and teach our children about:

- Our wonderful world;
- Human impact & influence; because the world was here before us and we change it - every day (for better or worse).

As a Church of England school, we believe in serving our community based on the love of God for everyone (John 10:27). This means that we are an inclusive school who welcomes all. In doing this we draw heavily upon Jesus’ teaching from John 15.12 where Jesus commands that we love as he has loved. In the life of our school it also means that we treat everyone fairly and offer equal opportunities with diversity and uniqueness celebrated without discrimination. Our SEND and Inclusion report is on our website.

With time for deeper ‘seeing’ of the world around them comes quality engagement and subsequently the desire to write & respond, practising core skills that are embedded into our work.

We believe that all children no matter where they live or where they're from deserve a chance to achieve, a chance to succeed and to be given another chance. This matches our mission statement:

'Believe and Achieve (To Be The Best That We Can Be).' We work at Claypole Church of England Primary because we want to make a difference to the lives of the children in our school.

We believe and achieve in all that we do supported by our Christian values. If we have faith/belief in ourselves and our community, then God will guide us to be the best that we can be and we will achieve. This achievement will mean that we lead the 'best life' we can (inspired by the seven 'I am' statements of Jesus) and develop the Christian understanding of being part of the kingdom of God now and forever.

What do we want for every child?

- To leave this school with a lifelong love of learning.
- To want to know "Why"- to be curious as to how the world works.
- To know what the world looks like & where things are.
- To know why things happen.
- To know why we are who we are.
- To be confident enough to grab opportunities if they come their way – not to be scared to have a go and fail.
- To leave school having found their talent.

We want them to look at the world and be thrilled by it: to see its beauty and feel its power. We want to give children an opportunity in life to achieve their potential and to have a love of learning. We believe 3 that a child has more than one chance in life – by giving them that love of learning, an enquiring mind, awe and wonder... then they can achieve. This is in keeping with the Church of England Vision for Education: '*enabling children and our community to flourish as they experience our education for wisdom, hope, community and dignity*' preparing the children to use their gifts and abilities effectively beyond our school.

How can we give children a love of learning?

- An exciting curriculum that inspires children and drives aspiration;
- Quality, inspirational teaching;
- Teaching that challenges them and pushes them;
- Teachers that don't make up excuses for them;

All in an environment that is inclusive, caring, challenging but fair, compassionate and forgiving, and where everyone is treated with respect. We strive to provide a stimulating and challenging learning environment.

We believe that our holistic approach to developing children academically, spiritually and personally provides every opportunity for each pupil to achieve their full potential. High expectations and high quality learning experiences based on individual needs enable every child to feel valued and to be and do their best.

We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum within our caring Christian values & vision and our community. Our values and ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Be.Human.Kind (Spirituality)

It is important for our children to understand what it means to be human & how human behaviour has and can shape the world. To appreciate their role as part of a community; to take responsibility, to be able to look after themselves & to foster an understanding of their importance, impact and influence in the world.

It is our ambition to prepare our children for their future in this world; to develop knowledge of observation, scrutiny, questioning, comparison and contrast, ordering and evaluation. Our 'Learning

Wheel' supports children to develop a deeper understanding of concepts. As a consequence their knowledge can develop beyond a shallow level of learning.

By developing the right dispositions for learning, a focus on knowledge, a desire for asking questions and the importance of human connection, children are given a solid foundation for 'sticky' knowledge which can be transferred across different subject areas during their learning journey with us.

Our Christian vision is based on Jesus' promise in Matthew 21:22, "If you believe you will receive, whatever you ask for in prayer" and reinforced by Matthew 17:20, "If you have faith like a grain of mustard seed, you will say to this mountain, 'Move from here to there,' and it will move, and nothing will be impossible for you" - a metaphor for the power that faith has in being able to overcome adversity, challenge and difficult times: in a word 'resiliency' (one of our Christian Values). In the life of our school this means that we teach children to be resilient and to have a positive growth mind-set.

There is an underpinned of the belief that all are precious to God and created in God's image: this is expressed in our policies & practices, our Christian Values and the relationships & outcomes across the school.

Be.Human.Kind is at the heart of our behaviour policy which promotes the perpetual generosity of spirit and deliberate 'botheredness' (valuing effort; recognising embodied values; daily acts of care; noticing the unnoticed; the interest shown in other's lives – visible consistency & visible kindness where expectations are clearly mapped out).

Christian Values

We have chosen 7 Christian School Values: koinonia, peace, justice, resilience, respect, trust & contentment.

TRUST: We care about others showing gentleness, kindness, forgiveness and honesty in all our relationships. Trust is the very essence of faith; we rely of each other to be the best that we can be. We trust God and each other and know we help to keep ourselves and each other safe. Psalms 37:3 "Trust in the Lord and do good."

PEACE: We show forgiveness and tolerance towards everyone so we get along together. In moments of reflection we hope for peace for all. Romans 12:18 "If it is possible, as far as it depends on you, live at peace with everyone."

CONTENTMENT: We pray to show our thanks to God and the people around us. Ephesians 4:32 "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."

JUSTICE: We believe in fairness. We know everyone in our school is important and has the right to be treated equally. Joshua 1:9 "Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go."

RESPECT: We respect others from all cultures and religions. We learn about others to allow our respect to grow. We listen and learn from others. Matthew 7:12 "So in everything, do to others what you would have them do to you."

KOINONIA: We believe quality relationships and partnerships are a central element of interdependence: all are needed and valued and each person is important to the whole. In John 17, Jesus prays that all his followers may be 'perfectly one' as he and the Father are one. Corinthians 12:12-13 The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptized by one Spirit into one body ...

ENDURANCE: We know sometimes things can be difficult but we keep on going and with God's help we don't give up. James 1:12 "Blessed are those that endureth..."

We have taken time to choose Biblical verses to match our values, so it helps to deepened our children's understanding of what God wants from His children. We further embed these values through teaching our children stories from the Bible which give great examples of the values. We also share with our families a 'Home-School Value' resources that are linked to the termly value.

Christian Ethos

We are a church school family - living each day, all that a family might uphold and instil. We want the very best for everyone in our school and community regardless of whether they are a child or an adult; we nurture gifts and talents and closely support those areas of living and learning together that might be that bit harder to achieve. We actively encourage children and staff to grow as kind, respectful people who show resiliency as they work towards achieving their full potential. This we find, makes children and adults very happy to come to our school every day and we enjoy working together and being a positive influence on each other's lives."

Therefore our 'strap' line to our vision statement uis:

"Believe & Achieve: To be the best that we can be."

Linked directly to the Bible as: *"If you believe, you will receive whatever you ask for in prayer."* Matthew 21:22

Inclusion

As an inclusive Church school, we aim to cater for a wide range of additional needs.

We take great pride in knowing all of our children as true individuals and how, from small beginnings, we have maintained this as we've continued to grow. In collaboration with parents, we aim to take account of every child's needs and differentiate/scaffold their learning to support and challenge as appropriate whilst having high aspirations for all.

We believe that most children will need extra support at some stage in their school career in order to achieve and extend their potential. Some children may find it harder to learn than others of the same age and will access a variety of Special Educational Needs (SEN) support tailored to their particular needs.

Our Inclusion Policy & 'SEND Report' are updated annually. It aims to answer some common questions from parents by detailing our approach to SEND provision - accessed on our website.

Local Authorities are required to provide a 'local offer' of SEND services, which can help parents to access further support and advice. This is also available to access on our website.

Leadership, Training & Responsibilities

Our school has a 'Bronze' achievement in recognition of our success with staff training through NPQ programmes.

Living Our Vision: Impact locally, nationally & globally

The children learn about how people can come together to improve: their area and/or the lives of others. This can be learnt via our carefully chosen 'people' within our curriculum and wider school life (i.e. Collective Worship). Examples such as:

- John Cadbury,
- Greta Thunberg,
- Malala Yousafzai,
- Danny Wallace,
- Nelson Mandela,
- Marcus Rashford...

Recently, the children learnt about the effects of Polio around the world and raised money for the charity and to pay for some kers to grow each year as a reminder.

Each Christmas the children & families are involved in the 'Shoebbox Appeal' and learn about the lives of others in other [sometimes war-torn] countries and witness the journey and impact of their support/kindness.

Our most local charity that we support annually is The Emmaus Trust in Newark who also come and visit the school and share with the children the impact of their support.

As part of a Collective Worship theme (justice & fairness), the children learn about Fairtrade. This also features in our build up and celebration at Harvest.

Whilst writing for a purpose/audience, children have written letters to national and international bodies. For example, Year 6 wrote to The Prime Minister (questioning government policy on recycling), Year 5 wrote to Nintendo (questioning their use of plastic in packaging); and Year 4 wrote to Ikea (questioning the use of materials with palm oil) – all of which have received responses.

Learning to be a positive 'upstander' is an important part of our PSHE curriculum too.

Our school choir have spent time with the residents at Lancaster Grange Care Home; and some other children have visited to read to them as well.

We also have a growing group of children taking on responsibility for global citizenship, challenging injustice and promoting social advocacy with an initial focus on our carbon footprint.

St Peter's Church

As a school, we have a fantastic relationship with the church community and continue to support each other.

Canon Tucker is a member of our governing body and we have a church school visitor, Mr Buckeridge, whom children look forward to visiting to deliver Collective Worship.

We visit church as part of the Christian calendar (Harvest, Christmas, Easter...) and also for curriculum visits and special events during the year (for example Remembrance & Leavers Services).

During the Queens Jubilee celebrations, the school community (inc. the church, Parish Council, school & village hall) worked together to provide a week of community events throughout the village for families during half term.

Together, the church and school supported 'Homes For Ukraine:' we now have three children attending from the Ukraine attending school.

Section 2: Wisdom, Knowledge & Skills



'For the Lord grants wisdom, from His mouth comes knowledge and understanding' Proverbs 2:6

We use our vision to drive us forward to meet the needs of our children's academic and spiritual needs. Our core expectation from the children is to 'Believe & Achieve: to be the best you can be' and this meant giving the children the best education and establishing a school that allowed children to thrive. We have looked at the Bible and the teachings of Jesus to support our Christian ethos. We refer to Matthew 21:22 to enhance our vision *'If you believe you will receive, whatever you ask for in prayer.'* This is now part of our daily lives and enhanced through our teaching, worship and play.

We take such joy in watching our children seeking wisdom, knowledge, understanding and developing their talents in all areas of life. We praise this through our celebration assembly on a weekly basis focusing applauding academic effort, progress & achievements and applauding personal achievements beyond school too.

The children are encouraged to look at human values and qualities, thinking about what it means to be a human and how can we make a difference. We allow the children to explore ethical issues such as world disasters, scientific discoveries, inviting children to ask questions for example 'If the Big Bang really happened, what does this make us question about Genesis?' and spiritual issues such as 'If there is a God, why does He let us suffer pain?'.

We invite, value, listen and respond to children with their questions in a range of subjects, making combined links as appropriate. Curiosity is promoted and valued at Claypole.

Big Questions

Our curriculum planning includes a 'question-based' approach where children answer the overarching central question of a theme through studying multiple, smaller and more focused questions – a similar approach to our adopted Lincolnshire Agreed Syllabus. We want our children to become individual thinkers who respect and listen to others points of views. This means allowing time in the day to encourage thinking, questioning and puzzling moments.

Examples in our Curriculum

And God said to them, *“Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth.”* Genesis 1:26-28

We know it is important to preserve and protect God's world. We know it important to make a difference in our school, in order to make a difference in the world. We know that small changes can make a big difference for our community and so we can continue living well together. In order to do this, we hold special themed weeks to focus on different aspects of God's wonderful world. This has been included in our curriculum themes (including learning about global warming, plastic pollution, deforestation & endangered animals). Our children have contacted companies about how we can improve, preserve and protect the world.

Section 3: Character Development, Hope, Aspirations & Courageous Advocacy



'I can do all things through God who strengthens me' Philippians 4:13

We aim to give children aspirations for themselves and hope for a better future in the local and the global community. We support our children to recognise the world is moving and how to embrace and action change when needed. We support our children to develop perseverance and resilience (two of our school values) to overcome barriers to their learning, life styles and choices. We help our children to be courageous and ask big questions, developing an understanding that not all questions can be answered, whilst supporting them to continue to ask more.

At Claypole, we believe it is important to support the community and participate in charitable activities to promote our school values of friendship, compassion, faith and responsibility. Over the years, we have raised money for Children in Need, MacMillan Cancer Care, End Polio, Comic Relief, Emmaus Trust in Newark and Blythwood Community Care.

We aspire for the children to be the best they can be by making positive changes and choices about the way we live. As an example, during science week we focused our whole school project on jobs in science and how people can have a positive impact on our world.

At Claypole, we have learnt about the poverty and struggles of the people in our community and town. For several years we have donated to The Emmaus Trust, Newark (every Harvest season) to provide food and basics to young homeless people in our community.

The annual Lent Challenge is shared with the school community ahead of Lent. At the time this was originally launched many of our children were learning at home with a small amount in school. During the pandemic, the Lent Challenge focused on 'hope.' We '**hoped**' all of our Church School family be reunited and this time stay in school. We wanted to live and learn together to 'be the best we can be' in order to 'work with all out heart, as though working for the Lord' (Colossians 3:23).

We have a Prayer Tree area where all children can access materials to share a prayer and to allow children to contribute ideas & thoughts to the Collective Worship theme(s).

Collective Worship Leaders

We have a team of children who meet to plan and prepare a Collective Worship together which they deliver to the whole school. Their Worship is in keeping with the Christian Value theme and is overseen in it's planning by our RE Leader too.

Junior Leadership and Roles & Responsibilities

Including: **Pupil Parliament, Sports Ambassadors, Playground Leaders, Reading Ambassadors, Collective Worship Leaders.**

'Join together in following my example, brothers and sisters, and just as you have us as a model, keep your eyes on those who live as we do.' Philippians 3:17

We value our children and believe it is important to prepare them for their future; this means offering them opportunities to have important roles and responsibilities throughout their time with us.

School Residential

We believe it is important to help develop our children educationally, physically, emotionally, mentally, socially and personally. We offer the children the opportunity to take part in a variety of different types of Residential Visits which help to develop the children outside of the school environment, incorporating our ethos, school values and vision.

Currently, our Year 4 children spend one night away at a PGL centre (physical activity, independence, resilience & team work experiences). In Year 5/6, the children spend between 2-3 nights away.

Recently, the children have been camping in Walesby and before that in the Peak District (Ravenstor) near the Heights of Abraham which had a local geography focus to it.

Y6 Leavers

"Therefore encourage one another and build each other up" Thessalonians 5:11

We celebrate our Year 6 cohort concluding their primary experience in St Peter's Church each year. We raise our voices in celebration through singing and recognising the children who have made the biggest impact, most progress and recognised for their kindness – important recognition for hard work, dedication and outstanding character. We also acknowledge outstanding attendance too. Awards are nominated by all the staff and presented by representatives from our governors. During the service, the children reflect on their time at primary and share their 'golden moments.'

Section 4: Community & Living Well Together



'For where two or three are gathered in my name, there I am among them' Matthew 18:20

At Claypole Church of England Primary School, we are focusing our Collective Worship on the notion of 'how can I serve?' This will help our children to learn about mental, physical, emotional, relational, financial, vocational and spiritual wellbeing for others as well as themselves through the Bible stories (for example, the story of Elijah – where we hope to cover our school values of justice, love and respect).

The Year 6 children created a video called 'The Kindness Boomerang' which showed the impact one act of kindness can have and how far it can ripple.

At Claypole, we teach and support the children how to practice forgiveness and reconciliation. This is supported through the teachings and life of Jesus during collective worship. Our school behaviour

policies focus on the positive behaviours and developing a positive mind set. Our reflection time allows children to think about any negative choices, to reflect, forgive and reconcile. Our pupils know and feel they always have a second chance and tomorrow is a new day. Our children are happy children and demonstrate our school values each and every day.

As part of developing our school community, we ask our children to take on responsibilities and leadership roles. They include Sports Ambassadors, Playground Leaders, Reading Ambassadors, Collective Worship Leaders.

The staff feel hugely responsible for the care and development of all our pupils. They work together well to ensure there is a team approach to supporting children. As a staff we have huge aspirations for them and seek many different opportunities to extend the variety of activities, knowledge, skills and inspiring moments that we can offer them.

Books

We host a yearly book fair. We have local links with a book store who helps recommend books to us. Staff ask the children about their interests and research into recommended reads for specific stages/ages.

We have invested in books that reflect the people in our curriculum that we want our children to learn from.

As a school we focus on 'Reading for Pleasure' so we are so happy that our children take so much enjoyment from reading and buying books which in turn raises money for the school to enhance the amount of books in our library and classroom libraries.

Our adults in school love to share their favourite books and this in turn encourages our children to find them at book fairs for home reading.

Emotional & Mental Health

We have three trained Mental Health First Aiders and on-site ELSA support. Our comprehensive PSHE and RSE curriculum helps to ensure a joined up and progressive programme (inc. RE, R-Time, SMSC, Collective Worship, Christian Values & British Values) to help children to be responsible citizens.

SEMH (Social, Emotional, Mental Health) was a primary focus on our return to learning. School Leaders worked on a project which successfully proved the positive impact on ensuring good SEMH has on academic achievement.

We have also been able to identify groups of children who have benefited from additional support through 'Positive Mindset' workshops in school through Inspire+ and bespoke individual support through CASY Counselling services.

The Emmaus Trust

'For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me'. Matthew 25:35

At Claypole Church of England Primary School, we pride ourselves on our community support and remembering the phrase 'Be Kind' and 'How Can I Serve?'

For many years, at Harvest we shared our festival donations with The Emmaus Trust in Newark (our nearest town). Volunteers from The Emmaus Trust come into school and speak to the children about the difference our donations can make to those in the community.

Section 5: Dignity & Respect



'Dear children, let us not love with words or speech but actions and in truth' 1 John 3:18

We believe all children should be treated with respect, dignity and valued as God's children. We keep children safe and protected and work hard to ensure all children feel this during their time with us in school. We have a responsibility to help children to learn that we are created in God's image and encourage them to feel safe to express their views with mutual respect, regardless of their faith, gender, race, sexuality ethnicity, disabilities, nationality or background. We do not accept any prejudicial behaviour through actions or words and during our 'Anti-bullying weeks' we discuss with children ways to break down barriers, take the lead in challenging negativity and valuing differences. We also work with children to be able to understand and differentiate between acts of unkindness, rudeness, meanness and bullying. We encourage and support children to make positive and meaningful friendships and relationships with each other and staff so they feel comfortable to talk to others should they need help.

Through our PSHE teaching, children are taught how to be comfortable and accepting of the person they are, who they want to become and how they want to live. This is supported through our RSE scheme and policy.

Anti-Bullying Week

'I will praise You because I have been fearfully and wonderfully made'. Psalm 139

We are careful for 'anti-bullying' not to be only a week! It is important to us that this is frequently revisited and taught and that children can differentiate between behaviours. In the most recent 'anti-bullying week,' the whole school wore 'Odd Socks' to embrace that we are all individual, unique and 'wonderfully made' (Psalm 139). We focused our attention to spreading kindness (beginning with a smile) and progressing with a simple act of kindness.

We constructed a 'kindness tree' for display where everyone had a leaf. Every child contributed something positive on their leaf (with our older children reflecting on how acts of kindness makes both the do-er and the receiver feel) - remembering *'In a world where you can be anything, be kind'* (Caroline Flack).

Diversity

Diversity is reflected across our curriculum. We have carefully selected and woven people to help learn from which reflect a variety of race, age, gender, modern and historical. This can be found across most subjects.

Enrichment

We are proud to be able to offer a wide variety of enrichment activities to our children. For much of our sport, we follow the seasonal School Games Organisation competition planner to help prepare our children to compete successfully.

Clubs over the year: we have been able to provide: football, netball, basketball, lacrosse, hockey, multi-sports, boccia, curling, fitness, playground games, music/choir, science, maths, reading, gardening, outdoor learning, art/craft, Lego and computer programming.

School trips and visitors are carefully planned to enhance the learning experience outlined in our curriculum. We look for an opportunity to embrace a day of special learning to focus on the curriculum theme and/or RE theme.

Global Neighbours

See Community & Living Well

Policies

See RSE, PSHE, SMSC & behaviour policy

Positive Relationships

"I will praise You because I have been fearfully and wonderfully made" Psalm 139: 13-14

We pride ourselves on developing and maintaining positive relationships with the children in our care.

We know and value that every child is unique and has individual needs. We believe in visible consistency, visible kindness and restorative practice so if a child has one bad day, tomorrow is a new day – a fresh start – a chance to embrace something new. Our behaviour policy helps develop a positive mindset when dealing with behaviour and forging relationships with each other and children.

Pupil Voice

We asked our children what they think about our school, here are their responses:

How do we look after each other?

- “We are loyal to our friends”
- “We help to keep each other safe”
- “We are kind to one another”
- “We are taught to be good Christians”
- “We make great friendships”
- “We show respect to each other”

How do we look after each other?

- “We are loyal to our friends”
- “We help to keep each other safe”
- “We are kind to one another”
- “We are taught to be good people”
- “We make great friendships”
- “We show respect to each other”

What is great about our school?

- “We have great friends at school”
- “The teachers are lovely”
- “Our teachers make learning fun!”
- “I love our Collective Worship time together”
- “Learning with our fabulous teachers”
- “Having challenging learning”

How is school like a church family?

- “We are kind to each other”
- “We are taught about Christians and how to be kind to one another”

What do you hope for your future?

- “Our school teaches us to be kind to others.”
- “Our school teaches us how to work with others and gives us a good education.”
- “Our school helps us to know what to do in different situations”
- “Gives us hope that we can do the best we can in our learning”
- “Adults helps us to learn how to look after each other”

Section 6: Collective Worship



Collective Worship

See our Collective Worship policy & procedure handbook.

Children's involvement in Collective Worship

We have a group of Worship Leaders who help plan, prepare, deliver and evaluate Collective Worship. The termly Christian value, weekly theme and all forthcoming themes are on display for the children. All children have the opportunity to write a prayer and display it on our 'Prayer Tree' and also have the opportunity to share ideas and suggestions for a Collective Worship itself. We have a practical team of children who are responsible for setting up our altar and selecting prayers children have written which are read out in Collective Worship.

Children are invited to take part in prayers and are invited to take part in reflection and/or a task (i.e. an act of random kindness) in accordance with the weeks theme.

There are also opportunities for the whole school to showcase and celebrate new knowledge (musical performances, writing jugglers, online safety, knowledge showcases...)

Choral Worship

The children take part in a weekly choral worship and we praise our children for joining in and choosing to raise their voices to the Lord.

We also have a Choir who have joined in with in-school events (such as opening our Christmas Fair and Easter performances) as well as taking part in the National Young Voices Concert.

Our Songs

See our Collective Worship policy & procedure handbook.

Prayer

This is invitational.

All children have the opportunity to write a prayer and display it on our 'Prayer Tree.'

Our Collective Worship begins with prayers written by children and concludes with the adult leading worship reading a prayer. We also have our School Prayer, Lord's Prayer and the prayer said before lunch. On a Friday afternoon, children are invited to join in with our Evening Prayer.

Church Visitors

We are joined fortnightly by Mr Buckeridge whom the children look forward to delivering worships.

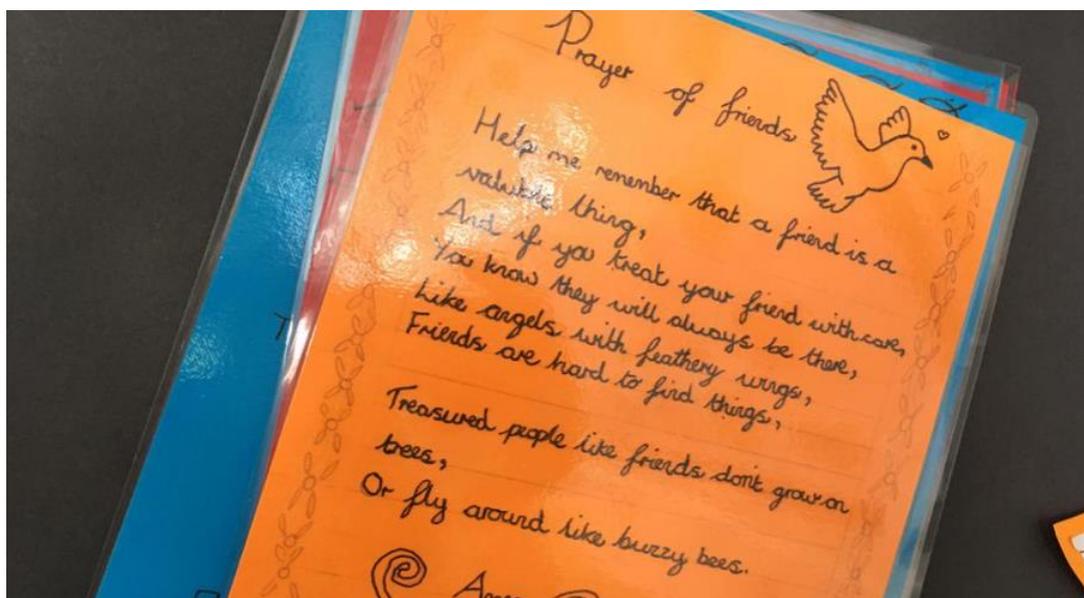
We also have motivational/inspiration visitors speak with the whole school (i.e. professional athletes and adventurous). We have also connected remotely with people around the world (i.e. Joseph Gordon-Levitt reg. the climate & Father Michael from America too).

Global Neighbours: Collective Worship

Collective Worship includes key global themes so the children can be asked to think and reflect about a range of scenarios and situations. During Collective Worship the key themes are linked to Bible stories and scriptures, our Christian Values, learning about supporting charities and (where possible) the choral worship element is connected too.

- Global Families;
- Food (inc. Harvest & Fair Trade) & water;
- Refugees & ShoeBox Appeal;
- Christian Unity Week;
- Medicine and health care (End Polio);
- Peace;
- Preserve & Protect;
- No-one Stands Alone;
- Education Around the World;

Section 7: Religious Education



Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. We are a Church of England Controlled School and hold a strong commitment to teaching the principles of Christianity.

The Purpose of RE at Claypole Church of England School

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be: "Our pupils' ability to hold balanced and well-informed conversations about religion and belief".

The Aims of RE at Claypole Church of England School

Claypole School is a Church of England Voluntary Controlled Primary School for children aged 4 to 11 years. It is a small village primary school catering for all pupils in Claypole and surrounding villages. Voluntary Aided status means that we have very close links with our local church, clergy and the Diocese of Lincoln. Whilst attending Claypole School, children will learn about the different world faiths in Religious Education.

RE at Claypole Church of England School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire. Within this framework our aims in RE are to meet the expectations of the Church of England Education Office's Statement of Entitlement for RE, which sets the expectations for RE in church schools. This is not a legal requirement. We also aim for pupils to:
 - Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
 - Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
 - Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
 - Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
 - Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

The Context

Claypole Church of England School is a small rural school for children in the age range 4 to 11. We work to the 2018-2023 Lincolnshire Locally Agreed Syllabus for RE.

As a Church of England school, we recognise the core place that RE occupies in relation to our curriculum. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter a range of religions and world views.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of engaging RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2.

At Claypole Church of England Primary School this time is arranged as discrete hour-long lessons per week for each class.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include values lessons, collective worship or assembly.

Scheme of Work and Planning

We follow the Lincolnshire locally agreed syllabus. RE will be based around termly themes. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Hinduism and Islam. It is not expected that pupils will study all six major world religions in depth during their time at Claypole Church of England school, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. Our planning is based on a two-year rolling programme. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

Teaching and Learning

OfSTED guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone.

Resources

Claypole Church of England school has invested in a wide range of appropriate books, artefacts, DVD resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

Visits and Visitors

We consider that an essential element of the delivery of good quality RE is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Claypole Church of England school. These visits are arranged in accordance with the school's trips policy.

Assessment

We reflect the latest advice and guidance on assessment in RE in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

Monitoring and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with a folder of evidence of pupil progress in RE during each academic year.

The RE Subject Leader will evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, the RE Subject Leader will work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Impact

We have a RE curriculum that facilitates the achievement of all our pupils and allows all pupils to participate and enjoy the subject. Pupil high-interest and enthusiasm for RE as a subject is proof that the teaching and learning in the subject is excellent. Our pupils are confident and able to form their own opinions, ask questions and explore their own belief systems in a supportive, accepting and open way.