



Religious Education Policy

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Religious Education (RE) is a statutory subject in the curriculum for all pupils and has equal standing with the Core subjects. It has its own academic traditions and content but also contributes to other areas of education and human experience. It plays a vital role in the school's wider programmes of spiritual, moral, social and cultural education. Through our curriculum provision, we aim to ensure that fundamental British values are a core part of our teaching and learning opportunities. We believe that RE provides an opportunity to celebrate and foster awareness of differences within our school, community and the wider world. It is a subject that celebrates diversity and challenges stereotypes. RE is taught in accordance with the aims of the agreed syllabus produced by the Staffordshire SACRE.

Our Aims

Through our teaching of RE, we hope that all children leave Lakeside Community Primary School as 'religiously literate' individuals. Pupils are encouraged to **explore**, **engage** and **reflect** on beliefs and practices from a range of religions. A religiously literate person should have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they should also be open to engaging with the views of others in a plural world.

In consequence, the aims of RE within the Staffordshire Agreed Syllabus are that pupils should acquire:

- An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms, by exploring religious beliefs, teachings and practices.
- A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values by engaging with fundamental questions.
- A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society by reflecting.

The three curriculum aims (highlighted above) are supported by six broad dimensions:

1. Beliefs, teachings and sources.
2. Practices and ways of life.
3. Expressing meaning.
4. Identify, diversity and belonging.
5. Meaning, purpose and truth.
6. Values and commitments.

Planning, Organisation and Teaching

All pupils are entitled to receive RE and as such the teaching of RE at Lakeside Primary School will happen on a regular basis (as part of the schools teaching blocks). Teachers should use the Staffordshire SACRE long term overview to support planning – this is where learning objectives will be taken from. Lesson plans, resources and power points will be provided for each topic within each year group. However, teachers should not be restricted by these and should aim to deliver varied, creative and engaging learning opportunities using a variety of practical resources to support teaching and learning.

In the Early Years Foundation Stage, pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving young children familiarity



with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around us and provides a structure in which to develop their learning. Through RE pupils will study aspects of Christianity. In addition, learning will focus on parts of Islam, Judaism, Hinduism, Sikhism and Buddhism. Resources appropriate to all year groups will be stored centrally in school, organised by religion so that staff can easily find items needed to deliver high quality R.E. lessons. These resources will be monitored and audited throughout the year.

RE learning should be presented in the back of topic books. A new learning objective and learning overview should be stuck in at the beginning of each new unit of learning. This should be dated as evidence when children achieve the specific aims. Each lesson, where written work is presented in books, should be 'HELP' marked in accordance with our marking policy.

Wherever possible, links to the wider curriculum will be made through the teaching of RE. Children will apply their learning from other curriculum areas to demonstrate their understanding during lessons.

Links with the wider community

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Inclusion and Equal Opportunities

All planning, teaching and learning opportunities should take into account the needs of all members of the class. All children have the right to a broad and balanced RE curriculum and efforts should be made to ensure that all tasks are accessible, in line with the schools policies and guidance. Inclusive practice in RE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, or any other aspect that could affect their participation in, or progress in their learning. Parents retain the right to withdraw their children from religious education [Section 386 – The Education Act 1996].

Monitoring and Evaluation

Provision for RE will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of teaching and learning by RE Lead and Senior Leadership Team
- Discussions at staff and governors' meetings
- Sharing of classroom work and practice
- An annual audit and action plan to improve the quality of RE.

Health and Safety

All staff share an equal responsibility to ensure that they are aware of the requirements of the Health and Safety Policy and Educational Visits Policy. These should be referred to when organising enhancement opportunities.

Review

This policy will be reviewed in accordance with the policy review schedule.