

Sabden Primary School
Religious Education (R.E.) Policy



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1. Subject Statement

Intent

In line with the current Lancashire Agreed Syllabus for Religious Education, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and nonreligious beliefs and worldviews, practices and ways of life.
- Develop knowledge and understanding of all members that make up our rich and diverse community.
- As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

The syllabus has been created in a cyclical format to enable children to revisit and build on their

prior knowledge of the different beliefs and practices taught across the school. The syllabus also allows for teachers to be flexible and adapt the term in which units are taught in their year group, to allow for cross-curricular links or involvement with parents or other members of the community.

Lancashire SACRE promote RE and Collective Worship throughout the County, develop the good teaching of Religious Education in schools and support community cohesion. At Sabden Primary, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

Implementation

RE is taught in a weekly topic block each half term, planned by the teacher to link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency. Work is recorded in learning journals and can be evidenced with a variety of outcomes suggested on the scheme of work; written piece, artwork, photo.

Religious education taught in our school (according to the Lancashire Agreed Syllabus Religious Education 2016):

- Is open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

Lancashire SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

Sabden Primary is involved with several community and faith groups as a means to support the children in developing a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Impact

At Sabden Primary, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work taught and learnt during each year group's RE week will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

2. Teaching and Learning

- Teachers aim to provide a teaching environment, which encourages children to share, question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- Wherever possible, religious education lessons will be related to the life experiences of the pupils. Active learning, with practical first hand experiences for all learners, e.g. through the use of artefacts, visits and visitors.
- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- Teachers will ensure that their classroom is a place where religious education is active, positively welcomed and reflective of the current learning in the subject.
- The children have access to the necessary resources, to further their own independent learning e.g. artefacts, books, etc.
- Teachers will ensure that classroom displays are interactive and reflect the work currently being done in class. Working walls focus on RE during the time that this is the blocked afternoon topic.

3. Assessment

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work. The scheme of work incorporates the levels of achievement expected nationally and in Hackney. The key indicators for assessment in religious education are:

AT1 Learning about Religions: Knowledge and understanding of:

- religious beliefs and teachings;
- practices and lifestyles;
- ways of expressing meaning.

AT2 Learning from Religions: Skills of asking and responding to:

- questions of identity and experience;
- meaning and purpose;
- values and commitments.

The syllabus was created to include guidance that provides greater support for the development of the skills in; enquiry, critical analysis, reflection and comparison. These all promote AT2 in lessons,

and are in line with the Ofsted subject reports of 2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons.

Short-term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. Children receive effective feedback through teacher assessment, either orally or through written marking work according to school policy. Feedback is encouraging and positive, but constructive, thereby moving children forward.

4. Planning and Resources

Planning for RE ensures all pupils have a high quality, coherent and progressive experience of the subject. At William Patten we implement the Hackney SACRE Primary RE scheme of work. This scheme covers the requirements of the Hackney Agreed Syllabus and promotes good practice in religious education. When planning, teachers ensure that they cater for the differentiation within their classroom, through tasks and outcomes for assessment. An essential part of the planning procedure is referring to prior achievement/learning. Teachers elicit children's ideas and understanding of topics at the start of a new unit of work. (Where appropriate, teachers will follow up children's interests and ideas.) All planning clearly shows learning objectives, success criteria, states the relevant sections of the programme of study being covered, and provides assessment tool for monitoring of learning and progress. High quality topic boxes, clearly labelled for each year group's topic per half term, are available to staff as part of a central supply of RE resources. Over years, artefacts have been purchased and replenished where appropriate. The topic boxes are in a separate room and are easily accessible to teachers, along with a wide range of books to support and enhance teaching.

5. Organisation

RE will be taught in a blocked week each half term. The framework that Sabden Primary follows is Lancashire SACRE mixed age group overview.

6. EYFS

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

EYFS follow the Development Matters to design, plan and deliver RE across the Statutory Framework for EYFS. Lessons and activities foster children's learning and understanding of the world, including people and communities.

7. KS1 and KS2

Children in KS1 and KS2 follow the Lancashire Agreed Syllabus, which details what RE should be taught in our schools in Lancashire. Progress in religious education depends on the application of general educational skills and processes. The following skills are central to religious education and should be reflected in learning opportunities in KS1 and KS2:

- Investigating: Knowing what may constitute evidence for understanding religions.
- Interpreting: The ability to draw meaning from artefacts, works of art and symbolism.
- Reflecting: The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- Empathy: The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Evaluating: Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- Synthesising: Linking significant features of religion together in a coherent pattern.
- Analysing: Distinguishing key religious values and their interplay with secular ones.
- Applying Knowledge: Identifying key religious values and their interplay with secular ones.
- Expressing Knowledge and Ideas: The ability to explain concepts, rituals and practices.

8. Equal Opportunities

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

Commitment: Understanding the importance of commitment to a set of values by which to live one's life.

Fairness: Listening to the views of others without prejudging one's response.

Respect: Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule.

Self-understanding: Developing a mature sense of self-worth and value.

Enquiry: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.

9. Inclusion

We aim to explore creative and flexible ways of providing RE. RE should be taught in ways that is safe, enjoyable and yet exciting, and this is achieved through the delivery on RE in a variety of teaching methods that is inclusive to all, whilst also offering opportunities for differentiation.

Children are encouraged to deploy skills, ask questions and explore answers, as learners, to continually extend their learning.

10. Role of the Subject Leader

The subject leader will:

Raise the profile of Religious Education at Sabden through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated at certain times of year.

Develop opportunities for parents/carers to become involved in Religious Education.

Keep up to date on current developments in Religious Education, and disseminate information to colleagues.

Organise, maintain, audit and purchase Religious Education resources.

Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.

11. Parents

Sabden Primary recognises home as a major resource for learning, and encourages children to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning. We encourage parents to share beliefs and practices in class. Each year group sends home a Curriculum letter, wherein it outlines the Religious Education topics to be taught. Children are given homework to support content of curriculum, and serves as an opportunity to involve parents by encouraging them to participate in their child's learning. Parents are informed of their child's learning at Open Evenings and in the annual end of year report.

Reviewed Summer 2023.

To be reviewed in Summer 2025.