

# Lockington CE VC Primary School



## Religious Education Policy

**Revised & Updated June 2022**

Date Policy Formally Agreed By Governors:	June 2022
Date Policy Becomes Effective:	Summer 2022
Review Date:	Autumn 2026
Person Responsible for Implementation and Monitoring:	Headteacher

## **1 Introduction**

This policy outlines the organisation and management of Religious Education (RE) at Lockington CE VC Primary School. It has been written with regard to the requirements of the East Riding of Yorkshire Agreed Syllabus for Religious Education 2022 and the Church of England Statement of Entitlement for Religious Education.

It is written within the context of our school's mission statement:

*'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'*

It has also been written in the context of the school's Christian Vision:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven'* (Matthew 5:16).

This policy is to be read in conjunction with our 'Religious Education: Intent, Implementation and Impact Statement'.

## **2 The Nature of Religious Education**

Our vision of holistic provision emphasises the value we place on the development of the whole child, spiritually, morally, socially, culturally, and intellectually; this is reflected in the learning of R.E, combining elements of sociology, theology and philosophy as well as human and social sciences.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. This aims to prepare pupils for life by challenging cultural and religious stereotypes, prejudice and contributes to preventing extremism.

Through the use of Understanding Christianity our teaching and learning approach enables pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the universal church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world.

## **3 Aims**

At Lockington CE Primary School we aim to encourage children to develop a positive attitude towards Religious Education and enable children to experience achievement and enjoyment in this area of learning.

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection on spiritual and philosophical ways of living, believing and thinking.
- To enable pupils to build their sense of identity and belonging which helps them flourish within their communities and as citizens in a diverse society. To consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society.
- To teach pupils to develop respect for others including people with different faiths and beliefs and help to challenge prejudice.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

#### **4 Teaching and Learning**

At Lockington CE Primary school we aim to encourage children to develop a positive attitude towards Religious Education and enable children to experience achievement and enjoyment in this area of learning.

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. We provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. We use a variety of teaching and learning styles in Religious Education which consider the task, outcome, resource, support and pupil grouping as appropriate to pupil needs. We use tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it. We ensure that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Pupils experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

At Lockington CE Primary school we give children the opportunities to engage in dialogue with local faith communities to foster positive relationships. This is achieved through strong community links to St Mary's Church in Lockington, visitors, termly whole school church services and daily collective worship.

Our principal aim is to develop the children's knowledge and understanding of key concepts of the Christian faith and other world religions. Through key schemes of work found in the agreed syllabus for Religious Education for Foundation Stage, KS1 and KS2, we ensure that children are given the opportunities for open, critical and investigative learning in R.E, together with the fostering of opportunities for children to express their own beliefs and values.

## **5 Religious Education Timetable**

**EYFS** – Planned within the EYFS framework and taught weekly.

**KS1** – 1-hour lesson weekly during three half terms (or equivalent)

**KS2** – 1-hour and 15 minutes lesson during three half terms (or equivalent)

Units may be blocked.

## **6 Religious Education curriculum planning**

RE is an academic subject that has a high profile in our school curriculum. It is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development. RE is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews and reflect a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy. Through RE teaching, we are helping children and young people hold balanced and well informed conversations about religion and belief.

At Lockington CE Primary school we pride ourselves on enabling pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas. We provide opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.

Religious Education is taught through the locally agreed syllabus for East Riding and the Understanding Christianity units.

## **7 Curriculum organisation**

### **Early Years Foundation Stage:**

- Special People
- Special Times
- Special Places
- Special Times
- Special Books
- Special Things

### **Key Stage 1 – Christianity, one other principal religion (Islam), plus one other religion (Judaism), or non-religious world view (Humanism):**

- Belonging
- Worship
- What a Wonderful World
- Right or Wrong
- Believing
- Questions, Questions

**Key Stage 2 – Christianity, and two other principal religions in some depth (Islam and Buddhism), plus one other religions or non-religious worldviews (Humanism):**

- Remembering
- Founders of Faith
- Sacred Places
- Communities
- People Who Inspire Us
- Our World
- Expressions
- Faith in Action
- Pilgrimage
- Justice and Freedom
- Living a Faith
- Hopes and Visions

**8 The use of technology**

Computing enhances our teaching of RE, wherever appropriate, in all key stages. Children use computer programs to design and enhance their research skills. They also use computing to improve the presentation of their work. The children use the internet for research e.g. researching the work of a charity. Technology can be used to develop and present their ideas using text, sound, music and still or moving images. They can showcase work digitally e.g. on school website or a presentation in assembly.

When considering its use, we take into account the following points:

- Any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- Computing should be used if the teacher and/or the children can achieve something more effectively with it than without it;
- Teachers should use their judgement about when ICT tools should be used.

We use Purple Mash and Tux paint to support lessons when appropriate. These can be used at home or in school.

**9 Cross-curricular links**

English: Listen to the stories, viewpoints and ideas of others, including people from different religious traditions and articulate their own views and ideas. Acquire and

develop a specialist vocabulary to take part in discussions, explanations, role-plays and presentations. Respond to others' points of view. Read from, explore and interpret a range of key stories and teachings from the bible and other religious texts, considering their meanings and the ways in which they have been interpreted. Use evidence from the Bible and other religious texts to explain opinions. Consider how and why the Bible and other religious texts have been influential and significant. Use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs. Use a variety of genres and styles, for example when writing letters, diaries, reports, recounts, narratives and poetry to convey their learning in RE. Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way.

Mathematics: Working with time to produce a timeline of the life of Christ. Producing a calendar of the Christian year, showing all the festivals and saints' days. Producing a calendar showing the festivals of other faiths and cultures. Measuring ingredients e.g. for Challah bread when studying other faiths. Examining the perfection and beauty of creation as seen in the hexagons in a beehive.

Science: Understanding the interdependence between people and the environment and the ways in which human beings are dependent on the natural world. Caring for and improving the environment and reflect on how people's actions can affect plants, birds and animals.

Personal, Social and Health Education (PSHE) and Citizenship: Attitudes such as concern for others, community spirit, integrity, moral courage and determination to achieve. Developing confidence about their own beliefs and identities. Recognising their own uniqueness as human beings and appreciating their self-worth. Being sensitive to the impact of their ideas and behaviour on other people. Respect for values and opinions of others.

Physical Education: Using dance to express biblical stories, beliefs and feelings e.g. liturgical dance.

History: Consider people who because of their faith have helped others in the past and who help us today e.g. Oscar Romero.

Geography: Carrying out biblical map work. Learning about places with religious associations e.g. Lourdes. The work of global agencies such as CAFOD. Exploring their own cultural and religious backgrounds and the range of different cultures that exist in the community. Exploring the similarities and differences in the lives of children from different religious and cultural backgrounds.

Art and Design: Using different materials to share religious ideas and experiences. Studying work of artists and exploring how they have used art to share ideas and experiences. The use of art and craft to enable students to express their ideas.

Design Technology: Creating physical symbols as a focal point for prayer.

Spiritual, Moral, Social and Cultural Development: The teaching of RE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons and our 'Christian' values. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in RE, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

## **10 Differentiation**

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

## **11 Special Educational Needs and Disabilities and More Able Pupils**

Appropriate adjustments will be made for pupils who have special educational needs or for those for whom RE may create tensions with their values and belief systems. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs, will be provided for, in line with the schools' policy on SEN.

More able pupils will be given opportunities and tasks to maximise progression and development in RE.



## **12 Equal Opportunities**

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In RE we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of RE is in accordance with our policy for Equal Opportunities.

## **13 Withdrawal**

We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

## **14 Assessment**

We assess the children's work in RE while observing them working during lessons and through written and verbal work. Teachers record the progress made by children against the learning objectives for their lessons. Throughout a topic or unit of work the teacher is responsible for recording information against the assessment criteria as set out in the locally agreed syllabus. The teacher records where each child is working at, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each Key Stage.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

## **15 Resources**

We have a wide range of resources to support the teaching of RE across the school. The resources for RE are stored in the RE cupboard located outside class 1. There is a wide range of faith books in the library too. The resources are catalogued for specific faiths so that resources can be quickly identified. There are resources to support the teaching of all key faiths. There are also a range of big books in class 1 to support teaching and learning.

The school makes use of guidance materials produced by the Diocese. We are able to

visit places of worship in our immediate vicinity and have faith leaders and members of the community to come in and work with the children to support the teaching and learning.

## **16 Art and Design Learning Environment**

RE is promoted and valued throughout the school. Reflection areas are in each classroom and there is a reflection area in the hall. RE work is displayed both in the classrooms and in the corridors.

## **17 Parental Involvement**

We encourage parents to be involved in the RE curriculum by:

- Inviting them into school each term to discuss the progress of their child and look at their child's work;
- Encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable;
- Encouraging any parents who are involved with or interested in RE to come in to work with the children.

## **18 Homework**

It is our policy to provide parents and carers with the opportunity to work with their children at home.

## **19 Health and Safety Issues:**

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these Circumstances.

## **20 Roles and Responsibilities**

**The Governing Body** determines, supports, monitors and reviews the school DT policy. We have an identified governor for RE; the governor is informed of progress in the subject by the subject leader;

**The Headteacher's role** is to:

- Provide support by encouraging staff and praising good practice;
- Monitor learning and teaching through lesson observations;
- Monitor planning and reviews;

- Give feedback to teachers following lesson observations;
- Support staff development through in service training and provision of resources;
- Observe colleagues with a view to identifying the support they need;

**The RE subject leader's role is to:**

- Provide a strategic lead and direction for RE in the school;
- Provide support and advice to staff in the delivery of the RE programme of study;
- Remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- Deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- Liaise with other members of staff to form a coherent and progressive scheme of work;
- Monitor standards in the subject;
- Consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- Take responsibility for the choice, purchase and organisation of central resources for RE, in consultation with colleagues;

Moderating the standards of children's work and of the quality teaching in RE is the responsibility of the RE subject leader along with the headteacher;

As well as regular updates, the RE subject leader gives the Headteacher an annual report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement;

The subject leader will be responsible to the Headteacher and will liaise with the named link Governors;

**The class teacher's role is to:**


- Be responsible for the teaching of RE as set out in the policy;
- Provide planning and reviews for the Headteacher and RE leader to have access to;
- Provide samples of work to the RE leader/Headteacher when required;
- Assess children's work in order to detail future planning;
- Update skills, knowledge and understanding of RE;
- Identify inset needs in RE and take advantage of training opportunities;
- Keep appropriate on-going records in relation to school policy;


## **23 Review**

This policy will be reviewed during the Autumn Term 2026;

Person responsible: RE Subject Leader

Date reviewed June 2022

Signed:  \_\_\_\_\_ (Chair of Governors)

Signed:  \_