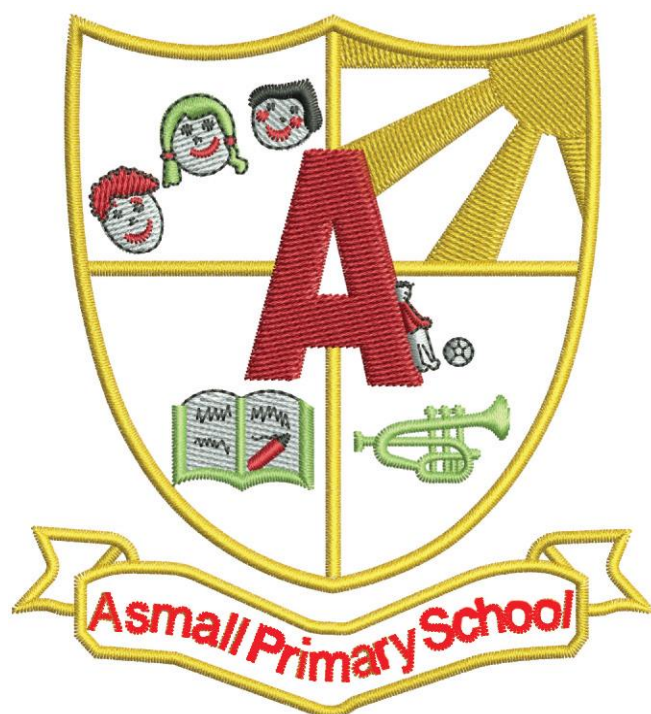


Asmall Primary School



RELIGIOUS EDUCATION POLICY

June 2023

ASMALL PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

INTENT

At Asmall Primary School, we follow Lancashire Agreed Syllabus for Religious Education 'Searching for Meaning'. This revised syllabus is the legal basis for Religious Education in Lancashire.

The syllabus is a question and enquiry-based model. It aims to support individual children's personal search for meaning as they explore what it means to be human. At the heart of this syllabus is the quest to understand what it is to be human. By learning about religion, we aim for children to become more open minded, respectful and achieve greater self-awareness. Children study major religions of the world in addition to Christianity. At Asmall, we also ensure that the religions represented by our children and families are part of our RE teaching.

The skills and attitudes developed through our RE curriculum make a significant contribution to promoting British Values and developing greater community cohesion.

The Lancashire Agreed Syllabus for RE specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement.

The teacher of RE contributes to the whole school aims that children should:

- Achieve their full potential academically, creatively, spiritually and socially.
- Feel secure, happy and valued in a caring, trusting environment.
- Develop meaningful relationships and be sensitive to the needs of others.
- Develop an awareness of different beliefs and cultures whilst demonstrating respect and tolerance.
- Be prepared for a life as adults and citizens.
- Become active members of the community.
- Behave appropriately and take responsibility for their own actions.
- Accept responsibility for the quality of the environment.

IMPLEMENTATION

The syllabus is based on the expectation that a minimum of 5% curriculum time is allocated to the teaching of Religious Education. Christianity is taught within three strands: God, Jesus and Church. Christianity, Islam, Hindu Dharma, Sikhism and Buddhism is taught across all year groups between KS1 and KS2. Each child will learn about all six religions at least three times over their time in KS1 and KS2.

The Lancashire field of enquiry is a planning document that links to all delivery of the Lancashire Agreed syllabus. Through the model we ensure that the teaching of religious education is embedded within the disciplines of theology, philosophy, ethics and social science.

Each unit of work is structured to include the following four elements:

- **Shared human experience - the nature of being human.**
- **Living religious tradition - principal religious traditions encountered in the world.**
- **Beliefs and values – the theology that lies at the heart of these traditions.**
- **The Search for Personal Meaning**

IMPACT

Outcomes in RE books, evidence a broad and balanced range of different religions and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record and discuss what they have learned comparative to their starting points at the end of every topic. Each child has an RE book that will travel through the key stage with them to allow them to access prior learning and make links across different religions. Emphasis is placed on the four elements and questioning which helps pupils gain a coherent knowledge and understanding of RE and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

By the end of their time at Asmall, RE teaching will have had an impact in the following ways:

- Children have good knowledge of the main religions studied at Asmall.
- Children have a greater understanding of the religions represented in our school community. They have visited places of worship and have spoken with representatives of different faiths.
- Children are respectful of all religions, faiths and beliefs. They are taught to be respectful of others' beliefs when learning about and discussing different faiths and beliefs.
- They have taken part in/ have experience of religious festivals and have made a positive difference in the local community, e.g. attending community groups, taking part in Nativity play, donating time / gifts.
- Children are able to draw similarities and differences confidently.
- Children have the confidence to respectfully ask questions, know where to seek answers and investigate further.
- Children are well prepared for the KS 3 RE curriculum.

AIMS OF THE SUBJECT

At Asmall we have adopted the aim of the Lancashire Agreed Syllabus 2021 "Searching For Meaning". The syllabus aims to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" by exploring answers offered by religion and belief.

OBJECTIVES

WHY HAVE AN AGREED SYLLABUS?

The Lancashire and Blackpool Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum.

1. **To establish an entitlement.** The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfilment and development as active and responsible citizens.
2. **To establish standards.** The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used to set targets for improvement and measure progress towards those targets.
3. **To promote continuity and coherence.** The Agreed Syllabus for RE contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
4. **To promote public understanding.** The Agreed Syllabus for RE will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Lancashire have been involved in its development. This is part of the mission of Lancashire SACRE.

AIMS FOR THE SCHOOL CURRICULUM

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all. By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare pupils for the opportunities, responsibilities and experiences of life.

In doing this the school curriculum should help pupils to develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. It should promote equality of opportunity and enable pupils to challenge discrimination and stereotyping. It should develop pupils' ability to relate to others and work for the common good.

The contribution of RE to preparation for the opportunities of adult life and for lifelong learning should enable pupils to respond positively to opportunities and responsibilities, to manage risk and cope with change.

ORGANISATION

Adaptive teaching ensures that children work at a level that is appropriate to both their ability and age. Whole class and group teaching will therefore vary according to class make up. A two year rolling programme is followed, cross-referenced to other subjects where possible. Children in their first year in school [Reception] will work within the Early Years Foundation Stage Framework 'EYFS Profile' (2021). From Year 1 onwards children will follow the Programmes of Study of the National Curriculum for Key Stages 1 & 2.

RESOURCES

There is a RE Resource area with artefacts, posters, booklets, tapes and labelled boxes related to Year Themes and Faiths, as well as the Library Resource Area.

TIME ALLOCATION

RE is timetabled for one lesson per week per class. The RE scheme may sometimes link to other subjects such as PSHE and History. Aspects of RE and Moral and Social Education are also taught through weekly assemblies and daily class assemblies.

WHAT IS THE LANCASHIRE FIELD OF ENQUIRY?

Life is sometimes described as a journey, a search for meaning and purpose. This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. Lancashire pupils are supported by this syllabus to be equipped in their search for personal meaning.

In this, RE should enable children and young people to:

- Be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- Approach sensitively and respectfully the beliefs, actions and feelings of believers.
- Understand the relationships between the individual and the community in religious life.
- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply these insights to the development of their own beliefs, values and attitudes.

The Lancashire Field of Enquiry model continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. The key question for teachers as they create opportunities for learning must constantly be 'How will this help my pupils in their search for meaning?', it secures the syllabus' principle aim; 'To support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human? Exploring answers offered by religion and belief'.

At the centre the question '**What does it mean to be human?**'

The exploration then requires the following four areas:

- **Shared human experience** – the nature of human being.
- **Living religious tradition** – principal religious traditions encountered in the world.
- **Beliefs and values** – which lie at the heart of these traditions.
- **The search for personal meaning** – a life long quest for understanding.

This model secures all Religious Education planning in this syllabus. As well as a planning model it also acts as a check list when creative curriculum planning with other areas. If teachers confirm that in any medium term planning all four elements of the Field of Enquiry are in place then this syllabus will be secure.

The Lancashire Agreed Syllabus maintains the central focus of these elements is the question – What does it mean to be human? All planning and learning must relate to this key question as well as the four elements.

Each class will visit a place of worship at least once a year. This will support their learning of a religion and give them the opportunity to experience different places of worship through their time at Asmall.

ASSESSMENT, RECORDING AND REPORTING

Assessment is ongoing and is the responsibility of the RE teacher who are accountable to the Headteacher. Children's work forms a Record of Progress. Samples of pupil's work are collected for moderation purposes. Parents receive annual written reports in which the child's contribution to RE will be reported. Assessment is not subject to nationally prescribed attainment targets. End of Key Stage Levels are submitted to Lancashire SACRE.

EQUAL OPPORTUNITIES

All children have equal access to the RE curriculum, regardless of race, gender, creed or ability, in line with the school's policies on Special Educational Needs and Disability [SEND] and Disability Equality. This policy pays due regard to the Disability Discrimination Act. We recognise the fact that all classes in our school have children of widely differing abilities, 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 in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty

- ensuring that lessons are varied and creative to give each child the opportunity to use their talents and skills
- providing resources of different complexity, adapted to the ability of the child;
- using varied levels of adult support to support the work of individuals or groups of children

Parents and teachers have a right to withdraw from this. Arrangements are made to accommodate children should this occur. Where necessary work will be differentiated to meet the needs of individual children.

ROLE OF SUBJECT LEADER

The Co-ordinator is responsible for the preparation and implementation of his/her subject policy and Scheme of Work and the organisation of resources, including updating these on a regular basis.

MONITORING OF THE SUBJECT/EVALUATION OF TEACHING AND LEARNING

The Headteacher and subject co-ordinator will be responsible for monitoring progress in RE by monitoring lessons, teachers' planning and taking note of evaluations written. Subject Co-ordinator may participate in class observations. The Headteacher reports to the Governing Body.