

# Religious Education

Linacre Primary School



## RE Policy

Updated January 24

Review January 25

## Introduction

This policy outlines the practices to be followed in the teaching of RE at Linacre Primary School. A Policy Statement on RE (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 a person. RE must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents. At Linacre Primary School, we follow the Sefton SACRE's scheme of work for Religious Education, which has now been updated as the Sefton Agreed Syllabus for Religious Education 2021-2026. The majority of work on Religious Education will be based on Christians, Muslims, Hindus and Judaism for Reception Class - Christians, Muslims, and Hindus in Key Stage 1 - Christians, Muslims, Hindus, Judaism and non-religious people in (Humanists) Key Stage 2.

## What is RE?

Religious Education is an integral part of a child's study of life and experience as a whole. We build upon the child's growing awareness of him/herself, relationships with others and the natural world and their relationship with God. We do this by provoking challenging questions about the meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils learn about and from and worldwide views in local, national and global contexts in order to discover, explore and consider different answers to these questions. The teaching of RE, equips pupils with systematic knowledge and understanding of a range of religions and worldviews which enables them to develop their ideas and values and identities.

## Aims of teaching RE

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:
  - explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding
- creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

### Nursery

The statutory requirement for Religious Education does not extend to Nursery class in maintained schools. However, RE is a valuable part of the educational experience and therefore, Nursey class will explore and celebrate significant religious events throughout the year. At Linacre Primary School, all planned teaching experiences will support the pupils Early Learning Goals through play, exploring and creativity. We understand that the activities that children engage with during Nursey years are experiences which provide building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning are important parts of pupils' learning at this stage.

### Reception Class

The Agreed Syllabus for RE 2021-2016 sets out experiences, opportunities, and appropriate topics for children in the Foundation Stage. The planned teaching outlined in the syllabus connect to the EYFS seven areas of learning. Children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### Key Stage 1

Throughout Key Stage 1, pupils should be taught the knowledge, skills and understanding through learning about Christianity, Muslims and Judaism. Pupils may encounter other religions and worldwide views in thematic units, where appropriate. Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material that they learn about and in response to questions about their ideas.

## Key Stage 2

Throughout Key Stage 2, pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. Pupils continue to learn about Christianity, Muslims and Judaism with an introduction to Hinduism and humanists. Pupils should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material that they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas.

## Strategies for the teaching of RE

At Linacre Primary school, we follow the planning steps provided by the Sefton Agreed Syllabus for RE 2016-2026. Using our long-term plan, we select the appropriate key question and identify the learning outcome intended. Using selected content for learning as well as other appropriate materials that would contribute to the lesson, teachers will plan and differentiate lesson accordingly so that all children can develop their skills. The learning objectives and content of the lessons determine the teaching method used and the activities to be completed. Teachers are free to use cross-curricular methods where appropriate in terms that they fit well with the daily objective. For example, the following activities may be used to complete tasks.

- Comprehension – reading activities
- Music – singing religious hymns
- Asking questions - Writing

## SEN

At Linacre Primary School we teach RE to all children whatever their ability. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their support plans. Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## Assessment

We appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work. In our planning we will select appropriate areas for assessment working towards the learning outcomes. At Linacre Primary School, class teachers use both formative and summative assessments at the end of each lesson and unit of work.

## Equal Opportunities

It is the responsibility of all teachers at Linacre Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the RE curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

## Resources

There are sufficient resources for all RE teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and the ICT suite is available for software and internet links.

## Monitoring and Review

The RE Co-ordinator writes an action plan for the subject each year. Monitoring and review will take place according to current school practice. This policy document will be reviewed every 12 months to assess its value as a working document.