



Religious Education Policy

Summer 2022 – No amendments needed since last review.	
Autumn 2023 – Policy amended to include 3 i statements – Intent, Implementation and Impact	
Policy agreed / reviewed 28/11/2023	Next review due Autumn 2026
Signed on behalf of the Governing Body	Signed by headteacher

Intent

At Longton lane Primary school, we believe that it is vital for all of our pupils to learn from and about religion, so that they can understand the world around them. In line with the current Lancashire Agreed Syllabus for Religious Education, pupils acquire and develop their knowledge and understanding of religious and nonreligious beliefs and worldviews, cultural practices and ways of life in the local, national and wider global community. Religious Education is taught throughout the school in such a way as to reflect the overall aims and values of the school. It promotes mutual respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. We engage our pupils in an enquiry approach where they ask questions about the world and reflect on their own beliefs, values and experiences. Pupils also have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives. Our aim is to ensure our pupils are equipped with the knowledge and understanding to engage in respectful dialogue so that they can participate positively in our society as global citizens.

Aims

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other major world religions
- develop an understanding of what it means to be committed to a religious tradition
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions
- develop an awareness of spiritual and moral issues in life experiences
- learn about religious and ethical teaching, enabling them to make reasoned judgments on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a diverse society
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Implementation

At Longton Lane Primary School, we follow the Lancashire RE syllabus and its long term and medium-term plans for each year group. The curriculum allows children to develop knowledge of the six main faiths, as well as the opportunity to express ideas on the spiritual, social, moral, and cultural impact RE has upon their own lives and the lives of others. Teachers have a secure understanding of the 4 strands of the Lancashire Field of Enquiry model enabling pupils to reflect on their learning and search for personal meaning. Pupils are engaged with their learning through the use of key questions as 'hooks' for each unit accompanied by well-planned focus questions. Pupils gain a deeper understanding of the religions studied through the use of high quality resources, handling artefacts and responding to images. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area, meeting visitors from local religious communities and taking part in whole school events such as multi faith days. A cyclical format to RE enables pupils to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. We are committed to providing our children with an exciting and positive learning environment, to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

Broad Guidelines

-Our school curriculum for RE meets the requirements of the 1996 Education Reform Act (ERA).

The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors.

The ERA also allows teachers to withdraw from teaching RE, but only after they have given due notice of their intention to the school governors.

-We plan our RE curriculum in accordance with the Lancashire Agreed Syllabus as agreed by St Helens Council. The curriculum allows children to develop knowledge of the six main faiths, Christianity, Buddhism, Judaism, Sikhism, Hinduism

and Islam, as well as the opportunity to express ideas on the spiritual, social, moral, and cultural impact RE has upon their own lives and the lives of others.

- Each religion is looked at through the following - Beliefs, teachings and sources, Practices and ways of Life, Expressing meaning, Identity, diversity and belonging, Meaning, purpose and truth and Values and commitments
- The Lancashire Field of Enquiry Model ensures a meaningful and child centred RE for pupils through - Shared human experience, Living religious tradition, Beliefs and Values and The search for personal meaning.
- We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Suitable learning opportunities for all children are provided by matching the challenge of the task to the ability of the child.
- Curriculum planning in RE is carried out in three phases (long term, medium term and short term).
- Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life.
- We help them to recognise the difference between right and wrong through the study of moral and ethical questions.
- We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.
- We build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals to develop their religious thinking. Appropriate real-life experiences are built into our curriculum when possible, with visits and visitors an integral part of the curriculum.
- At the end of term, we assess the children more formally using a written assessment sheet that covers the learning outcomes of the broad outlines completed that term.

Impact

The children at Longton Lane Primary School enjoy learning about other religions. Pupils have a high level of engagement in RE and a desire to deepen their understanding through enquiry and reflection. Pupils become reflective learners, making their own connections and drawing conclusions through an effective enquiry model. Using a rich religious vocabulary, they are able to justify their arguments rather than simply express their personal feelings. Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. Pupils progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning. Planning clearly identifies expectations and opportunities to assess pupils' progress. Ongoing formative assessment is made against the four strands of the Field of Enquiry, with clear outcomes for the end of each key stage. Through RE, the children are able to make links between their own lives and those of others in their community and in the wider world. They demonstrate tolerance and respectful behaviour to all and this is transferable outside of school in the wider community.