

Lostock Hall C.P. School
Religious Education Policy

Context

- Lostock Hall is a large primary school, serving children in the age range of 3-11 years.
- We deliver Religious Education (RE) in line with the Locally Agreed Syllabus.
- Lostock Hall recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Lostock Hall C.P. School we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at Lostock Hall C.P. School will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6. At Lostock Hall C.P. School pupils in nursery also take part in RE through investigating a variety of religions.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with the Locally Agreed Syllabus.

Aims

Our aims of RE are that pupils will:

- A Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably 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 or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and 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 beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Place in the curriculum

RE is a core subject and it is regarded as such at Lostock Hall C.P. School.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach in a combination of ways such as in blocks/through RE days or in designated regular RE lessons.

Timing

A minimum of 5% of Curriculum time will be allocated to R.E.

Learning and teaching in RE

Alongside using the 'Jigsaw' scheme of work to provide teaching and learning opportunities we use a wide range of creative and imaginative teaching methods.

Lostock Hall C.P. School recognises that 'enquiry' can be instrumental to good learning in RE and we aim to help pupils develop skills to enquire independently. Pupils will be given time to generate pertinent questions where appropriate and teachers of RE ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Lostock Hall C.P. School caters for this by inviting visitors from faith communities into RE lessons and assemblies.

Teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Lostock Hall C.P. School has followed the *recommendations* of the Lancashire Local Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: A brief research and reflection into all religions

KS1: Christianity, Islam, Hinduism, Sikhism and Judaism.

KS2: Christianity, Sikhism, Hinduism, Islam, Judaism and Buddhism.

Planning

Lostock Hall C.P. School uses the 'Lancashire Agreed Syllabus' alongside the 'Jigsaw' scheme of work to form the basis of planning and teaching sequence. In accordance with this syllabus and scheme of work we aim to investigate and learn about:

- In Reception/Early Years Foundation Stage, pupils have opportunities to learn about Christianity and other religions represented in the class.

Children will study answers to the key questions outlined on the Curriculum Matrix.

- In KS1 pupils have opportunities to learn more about Christianity, as well as being introduced to Islam, Hinduism, Sikhism and Judaism as well as other religions and beliefs represented in the class/school community. Children in Year 1 will study answers to the key questions outlined on the Curriculum Matrix.
- In KS2 pupils continue to learn about Christianity, Islam, Hinduism, Sikhism and Judaism as well as Buddhism and other religions and beliefs represented in the local area/Lancashire region. By the end of KS2 primary children will have touched upon all the six major world religions.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by our School Tracking system.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in Lostock Hall C.P. School is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Resources

Resources are stored in the Key Stage 1 resource room and a variety of particular religious artefacts in teaching cupboards throughout school.

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors can be invited to RE lessons at fitting points in schemes of work.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Lostock Hall C.P. School ensuring staff are familiar with our approach to RE and the requirements for planning

- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.

Date of approval by Governing Body: 17.1.24

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