

Religious Education Policy

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Aims

The key aim of Religious Education (R.E) is to enable pupils to reflect upon, develop and to affirm their own beliefs, values and attitudes through the exploration of shared human experiences and by considering the place of religion within the contemporary world.

Through Religious Education children will be involved in:

- Learning About Religion and Human Experience (Beliefs, Values and Teaching, Practice and Lifestyle, Expression and Language).
- Learning from Religion and Human Experience (Identity and Experiences, Meaning and Purpose, Values and Commitments).

Introduction

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Through the teaching of R.E. children are provided with a curriculum 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.

(Lancashire Agreed Syllabus for Religious Education 2021)

Subject Organisation

Our scheme of learning follows the Lancashire Agreed Syllabus for Religious Education 2021. Children in the Foundation Stage work towards meeting Early Learning Goals in the area of Knowledge and Understanding of the World by using Development Matters.

Opportunities are provided for the development of skills and integration with other subjects through a whole school approach to curriculum Long Term Planning. Pupils are provided with real experiences through appropriate contexts, practical activities, educational visits, visitors, the use of television programmes and ICT where appropriate.

Four fields of enquiry will be used to deliver the curriculum:

1. Search for Personal Meaning
2. Shared Human Experiences
3. Living Religious Tradition
4. Beliefs and Values

The R.E. syllabus offers a progressive study of religion throughout Foundation Stage, Key Stage One and Two. The individual skills and capacity of the child should be recognised and catered for in the teacher's lesson planning and expectations of their pupils.

Christianity, Islam, Hindu Dharma, Buddhism, Sikh Dharma and Judaism are taught throughout the primary education as required by the Lancashire Agreed Syllabus for Religious Education 2021.



Time Allocation

Religious Education requires a curriculum allocation of no less than 5% of the available time. It is compulsory within the Lancashire Agreed Syllabus for Religious Education 2021 to teach at least 50% Christianity.

Planning

Planning is carried out following the guidance of the Lancashire Agreed Syllabus for Religious Education 2021. Using this guidance, Long Term Plans are determined which outline the religion to be covered by each class in each half term concentrating on their particular Year Group Theme.

Lancashire enquiry planning grids outline the content and skills to be taught are used as Medium Term Plans and these are annotated with any amendments or developments where this is required.

Class Organisation

Within classes children work individually, in groups or as a whole class when appropriate. It is recognised that co-operation, effective learning and understanding are promoted through group and paired work, but to ensure differentiation, matching and assessment children may also work individually or as a whole class.

Assessment and Record Keeping

Assessment is continuous and usually based on teacher assessment. Assessment techniques will ensure that teachers assess the on-going design process and not just the finished products or outcomes. Assessment in R.E. should involve discussion, observations and written pieces of work. Assessments are carried out during Christianity and Islam topics only, as these are the only progressive faiths taught throughout the school.

Special Education Needs

All pupils have access to a broad, balanced curriculum, which includes Religious Education, and have the opportunity to make the greatest progress possible. Teachers make provision for children with a wide range of Special Educational Needs and those who are Able and Talented.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to the Religious Education Curriculum and make the greatest progress possible. Please refer to school Equal Opportunities Policy.

Withdrawal from Religious Education

Casterton Primary Academy teaches open minded religious education which is fully inclusive. The aim is for all pupils to develop their own beliefs and values. Any parent considering exercising the right of withdrawal is invited to make an appointment with staff to discuss the approach we take to the teaching of RE.

