

Great Sankey Primary School



Religious Education Policy September 2021

| Version | Date | Action |
|---------|----------------|-----------------|
| 2 | July 2020 | Policy reviewed |
| 3 | September 2021 | Policy reviewed |



'Together We Learn and Grow'

Great Sankey Primary School

Religious Education Policy



Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that:

'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

Spiritual development for pupils must include their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, as well as knowledge of, and respect for, different people's faiths, feelings and values. Provision is needed for the cultural development of pupils, including their ability to recognise, and value, the things we share in common across cultural, religious, ethnic, and socio-economic communities. (Ofsted 2019)

Intent

At Great Sankey Primary school, we aim to ensure that pupils leave our school with respect, empathy and tolerance for people of all faiths, cultures and beliefs. In Religious Education sessions, children learn about the diverse society that they live in and develop their own personal beliefs and values. We aim to deliver an enriched curriculum which will offer children of all abilities the opportunities to enquire and investigate the key beliefs and teachings of world religions. We intend our children to develop the skills of interpretation, analysis and explanation and to be able to communicate their knowledge and understanding using specialist vocabulary. We intend to develop in our children a deep understanding to enable them to understand ultimate questions and ethical issues that apply to their own lives.

The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

Implementation

We plan our Religious Education curriculum in accordance with Lancashire Agreed Syllabus. We also use our curriculum Milestone indicators to ensure that concepts, skills and knowledge are progressive. We ensure that the topics studied in Religious Education build on prior learning and we offer opportunities for children of all abilities to develop their skills and knowledge in each unit. There is progression planned into

the scheme of work which offers an increasing challenge as they move through the school.

Learning about Religion includes enquiry into and investigation of the nature of religion; its key beliefs and teachings; practices; their impact on the lives of believers and communities; and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from Religion is concerned with developing pupils' reflection and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation, particularly to questions around identity and belonging; meaning, purpose, truth, values and commitments; and allows them to communicate their responses.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community.

Through RE children have the opportunity to develop many skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially, socially and culturally. In RE lessons, as well as PSHE and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Withdrawal from RE lessons

Parents/ carers have the right to withdraw their children from all or part of the Religious Education curriculum. Those parents / carers wishing to exercise this right are invited in to see the headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish. The school may also wish to review such a request each year in discussion with the parents. The use of the right to withdraw should be at the instigation of the parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated into the

curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

Impact

On-going formative assessments take place throughout the year and teachers use this information to inform next steps in future lessons; ensuring pupils are appropriately supported and challenged. Progress and attainment are checked against the National Curriculum expectations of attainment for Religious Education as well as through the use of the Lancashire Agreed Syllabus. Teachers also use the Milestone indicators (taken from Chris Quigley's Essentials Curriculum) for RE to ensure progress is being achieved. Further information is gathered on the impact of the RE curriculum through the RE Coordinator and SLT carrying out pupil voice; work scrutiny; and lesson observations which highlight strengths and achievement and any improvements in knowledge and skills that still need to be embedded.

Religious Education Coordinator

Helen Walley