



Buckshaw Primary School

Religious Education Policy

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

We believe that learning RE prepares pupils to participate in a rapidly changing world which can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus that we are currently following at Buckshaw Primary school is the 'Lancashire Agreed Syllabus for Religious Education'. At Buckshaw Primary School, we enable children to develop a sound knowledge for the following religions; Christianity, Islam, Hinduism, Judaism and Buddhism. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

In our school we teach RE to all our children from EYFS to KS2 as part of our normal school curriculum.

Aims and Objectives

The aims and objectives of learning RE in primary school are:

- Pupils know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Develop conceptual understanding of religion, religious beliefs and practices – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- Develop an informed appreciation of religions – in order that they can explore religions with openness, interest and enjoyment.
- Value religious and cultural diversity – in order to enhance their social and cultural development and to contribute to a more just and civil society.



- Create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
- Develop an awareness of the richness of religions and their contributions to society and culture – in order that they can make increasingly mature judgements about the world in which they live.
- Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity.
- Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

Organisation

KS1 and KS2 children have one lesson of RE per week, in order to ensure progression and skills development. The lesson should be up to 60 minutes in duration. EYFS children learn RE through continuous provision and religious events and celebrations. This is covered within the 'Knowledge and Understanding of the World' development matters statement within the EYFS.

The curriculum

The curriculum that is followed is based on the guidance given in the revised National Curriculum. At Buckshaw Primary School, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the Lancashire Agreed Syllabus for Religious Education. The curriculum is written to reflect progressive key questions per year group. The curriculum is split into four distinct areas of learning:

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

The children are taught to know and understand how to:

- Reflect on religious traditions and how these concepts impact them.
- Extend their own sense of values.
- Promote their spiritual growth and development.
- Think about their own views and values.
- Build on their own experiences and extend their knowledge and understanding of religious traditions.



- Use their own personal experiences to develop their religious thinking.
- Compare the religious views of different faith groups.
- Discuss religious and moral issues.

During RE lessons, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, RE will involve lots of interaction with visual, auditory and kinaesthetic prompts. Alongside external visits and visitors.

At the start of each session children will 'activate prior learning' by completing a short activity which enables children to recall and reflect on previous learning within a unit of work.

Throughout each unit of work children will learn a selection of key vocabulary. These terms will be displayed in the classroom and referred to during activating prior learning tasks. Children will apply all key vocabulary within their work (both spoken and written activities.)

Resources

Additional resources are stored in the RE/History/Geography cupboard.

These include religious books for each faith and artefacts.

Inclusion / SEND

All pupils shall have the opportunity to learn RE. The school promotes equal opportunities and fairness of distribution of resources. Groupings for RE will generally follow the same pattern as for all lessons. We believe that all children have the right to access the RE curriculum. To ensure that children with SEND achieve the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEND children in small groups or on a one-to-one basis.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. When written work is produced, it is marked in line with the school policy.



Monitoring

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation
- Analysis of assessment data.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. At Buckshaw we aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) for RE, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Laura Heyes (RE subject leader)

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