

Member of staff responsible: **Miss Amy Hamer**

Date policy written: **February 2025**

Date to be reviewed: **This policy will be reviewed September 2026**

RELIGIOUS EDUCATION POLICY

1. MISSION STATEMENT

Christian Vision

To be a school where we love and value one another as members of God's family.

Mission Statement

At Brabin's we are more than friends- we are all a part of God's family. We respect each

other and strive to achieve our best when we are learning and in all we do.

"Love one another as I have loved you."

John 15:12

School Motto

"Learning together, memories forever..."

2. AIMS

At Brabin's Endowed Primary School we strive for the teaching and learning of Religious Education to be meaningful, creative, well managed and enjoyable.

Our aims for teaching Religious Education include the following:

- To create a happy, safe and caring environment where there is a place for everyone and there is a feeling of belonging.
- To ensure that each learner reaches his/her potential in academic excellence

- To encourage positive self-image to give every pupil confidence to deal with events or problems as they occur
- To offer a range of experiences whether aesthetic, physical, social, moral, cultural or spiritual within a rich and creative learning environment
- To expand every pupils' knowledge and understanding of the world around them
- To support pupils personal search for meaning by engaging enquiry into the question and exploring answers offered by religion and belief.

Attitudes

- To commit to and follow the Christian Values, with a focus on the 6 identified 'Brabin's Christian Values'
- We will encourage curiosity in our pupils, allowing them to explore the nature, purpose and value of religion
- To listen and consider the views of others, whether this being pupils or people of other religions or beliefs
- Respect and appreciate the religious beliefs and customs of others
- To show self-awareness and develop a mature sense of self-worth and value
- To promote equality of opportunity and enable pupils to challenge discrimination

Skills

The following skills are central to Religious Education and should be reflected in learning opportunities.

- To develop investigation skills by asking relevant questions and using a variety of sources in order to gather information
- To use interpretive skills to draw meaning from artefacts, works of art, poetry and symbolism
- To reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and questions.
- To develop empathy in order to identify and consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- To be able to evaluate and analyse aspects of religion using evidence, argument and opinion
- Develop expression and the ability to articulate ideas, beliefs and values

3. STATUTORY REQUIREMENTS

Religious Education must be taught to all pupils attending maintained schools except for those withdrawn by parents, this includes children enrolled in the reception class.

In Lancashire, in voluntary controlled schools with religious character, Religious Education must be provided in accordance with the current Lancashire Agreed Syllabus for Religious Education. The agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain. The agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. The syllabus should maintain that teaching about religions and beliefs should be sufficiently fair, balanced and open.

4. SUBJECT ORGANISATION

The Lancashire Agreed Syllabus is followed across the whole school in accordance with statutory requirements. Religious Education is taught as a discrete subject across the school and is timetabled accordingly. Whilst the teaching of the Christian faith will be most prominent, children will also have opportunity to explore Islam, Hinduism, Judaism, Sikhism and Buddhism. Half of the Religious Education allocated time will be dedicated to Christianity and the other half divided between the other five religions we cover as a school: Islam, Hinduism, Sikhism, Buddhism and Judaism (50:50).

RE teaching time:

Reception- 1 hour per week

KS1 - 1 hour per week

Lower Key Stage 2 - 1 hour per week

Upper Key Stage 2 - 1 hour per week

(Whole school and class worships are allocated additional time)

5. Early Years Foundation Stage (EYFS)

In the Foundation Stage, Religious Education is structured differently and is taught within the Early Learning Goals. Wherever possible links are made with the local and wider community to enhance the teaching of the subject.

Understanding the World (Past and Present):

- Talk about the lives of the people around them and their roles in society
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the World (People and Communities):

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Personal, Social and Emotional Development (building relationships):

- Show sensitivity to their own and others' needs.

6. CROSS CURRICULAR OPPORTUNITIES

Although opportunities are taken to make cross-curricular links with Religious Education, because of its explicit nature, it is taught mainly through mini-topics from the Lancashire Curriculum.

7. ASSESSMENT

All work will be assessed in line with the Assessment Policy.

Every opportunity is taken to assess pupils' prior understanding and learning in RE. This is carried out in a variety of ways. Teachers are encouraged to use summative, formative diagnostic and evaluative assessment in order to establish depth of learning and therefore inform future planning.

Progress in Religious Education will be monitored through ongoing teacher assessments and termly assessments of attainment. Assessment is at the heart of the teaching and learning process. In EYFS, teachers assess children's learning using the Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

Assessment within Religious Education will involve observations, discussion with children, samples of work and recorded evidence. Assessment opportunities are included within medium term planning. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil using the school assessment format. Children will

be assessed as working below expectations, achieving expectations or above expectations. Evidence such as pieces of writing, pictures, audio recordings and videos of children's work may be used when assessing children. These judgements will be used as the basis for assessing the progress of each child. Individual children's progress will be monitored and tracked on a termly basis through each year group using a whole school tracking system.

8. INCLUSION AND EQUAL OPPORTUNITIES

We aim to provide for all children so that they achieve as highly as they can in Religious Education according to their individual abilities.

Religious Education is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children develop and grow socially, spiritually, morally and culturally regardless of gender, ethnicity or home background.
- All children irrespective of their race, gender, religion or ability will be given opportunities to increase their knowledge and explore their own beliefs and those of others, whether religious or not.
- Efforts will be made to ensure that major faiths are shown in a worldwide context and that where studies of people are made or stories told, that these represent a range of ethnic and cultural backgrounds.
- We recognise the particular importance of first-hand experience for motivating children with additional learning needs.
- We recognise that Religious Education may strongly engage our gifted and talented children and we aim to challenge and extend them.

9. WITHDRAWAL

Although parents have the right to withdraw their children from the teaching of Religious Education very few do. We feel Religious Education study contributes significantly to the development of the whole child. The school will, however, comply with any request for withdrawal.

10. RESOURCES

Various resources for planning, teaching and assessment are used alongside the Lancashire agreed syllabus in order to allow for successful learning opportunities. These include:

- Blackburn Diocese 'Questful RE' Syllabus for Church Schools
- Quality RE Creative and Challenging- Islam

- Quality RE Creative and Challenging- Judaism
- RE Today: Understanding Christianity

11. ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning through:

Monitoring and evaluating Religious Education :-

- Pupil progress
- Keeping up to date with recent developments in Religious Education
- Taking the lead in policy development
- Attending appropriate CPD and RE Network meeting
- Collect and organising teaching and learning assessment
- Developing and reviewing an exciting and stimulating scheme of work
- Maintaining and developing a rich and varied range of resources
- Identifying INSET needs in this area including updating on subject knowledge
- Providing guidance and support to all members of staff, and generally promoting the subject within the school
- Where possible providing enriching learning experiences for pupils such as visits/ talks from members of other faiths, visits to places of worship etc.
- Writing, implementing, monitoring and evaluation of the annual RE subject action plan

12. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Collective Worship Policy

Teaching and Learning Policy

Assessment and Record Keeping

Special Educational Needs Policy

Single Opportunities Policy