



## **Religious Education Subject Policy**

This policy was developed as part of a consultation process involving staff and Governors of the school. The RE Policy at Ryelands Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LEA through its SACRE.

This policy should be read in conjunction with the following documents:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- Collective Worship Policy

Intended policy review date: 3 Years (February 2028)

Review History		
Date: February 2024	Date:	Date:
<b>Key Changes:</b> <ul style="list-style-type: none"><li>• Date Only</li></ul>	<b>Key Changes:</b>	<b>Key Changes:</b>
<b>Presented to Governors:</b> Curriculum Committee 7 <sup>th</sup> February 2024	<b>Presented to Governors:</b>	<b>Presented to Governors:</b>
Signed:  <b>Chair of Governors</b> Date:	Signed:  <b>Chair of Governors</b> Date:	Signed:  <b>Chair of Governors</b> Date:
Signed:  <b>Headteacher</b> Date:	Signed:  <b>Headteacher</b> Date:	Signed:  <b>Headteacher</b> Date:

## 1. Ryelands School – Mission Statement

### ***Imagine believe achieve***

*In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.*

*We teach children to love life themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.*

*We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.*

## 2. Aims

Religious Education aims to help pupils: -

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop knowledge and understanding of major world religions and value systems found in Britain.
- Consider their own place in the universe and their responsibility for the preservation and development of creation.
- Have respect for other people's views and to celebrate the diversity in society.
- Maintain a sense of belonging and regard for their own beliefs.
- Develop investigative and research skills to enable them to make reasoned judgments about religious issues.
- Develop and promote understanding of and a respect for religious believers in our multicultural society.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop an understanding of what it means to be committed to a religious tradition.
- Develop an awareness of spiritual and moral issues in the life experiences.

## 3. Subject Statement

'Primary educational legislation requires that all maintained schools provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of adult life.'

Lancashire Agreed Syllabus.

At the centre of RE at Ryelands is the question, "What is it to be human?" Through an enquiry based RE curriculum we intend to give the children the skills they need to rationally address this and many of the other big questions they will face throughout their lives.

It is not our intention to lead children to any specific faith but to use RE to encourage pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness (Lancashire Agreed Syllabus) to the beliefs and values of others.

### Legal Requirements

'Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents.'

(Lancashire Agreed Syllabus)

RE is a subject covered within the school curriculum and is distinct from collective worship which is not counted as curriculum time. RE takes up approximately 5% of the annual total curriculum time which is delivered in flexible and creative ways.

### Withdrawal from Religious Education

It is recognised that parents have a right to withdraw their child from Religious Education in its entirety or in part. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during the lessons by the class teacher in consultation with the Head teacher.

### Teaching and Learning including Planning and Organisation

The staff at Ryelands will follow the Lancashire Agreed Syllabus.

Planning will incorporate the Lancashire Agreed Syllabus of Religious Education and cover the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions and the Search for Personal Meaning).

RE will be taught as an enquiry based stand-alone subject for a blocked amount of time where it does not fit into topic themes covered in school.

Planning will be shared and discussed with parents when requested.

#### Learning Experiences

- These may include:
- Handling artefacts.
- Sharing personal experiences.
- Visiting local places of worship.
- Listening and responding to music.
- Making and tasting food e.g. from religious festivals.
- Looking at, and wearing clothes worn for a variety of religious occasions or within a variety of cultures.
- Role play.
- Meeting members of different faiths in school.
- Enjoying time to reflect and evaluate.

#### **4. Curriculum Overview and Progression including visitors, trips and extra-curricular provision**

The staff at Ryelands will deliver 3 investigations of Christianity (God, Jesus and the Church) each year as well as one investigation of Islam, one of Sikhism and another of The religions of Buddhism, the Hindu Dharma, Judaism and the Sikh Dharam which will be covered throughout the key stages.

Progression of skills will be ensured by following the skills listed in the Eight Level Scale (Lancashire Agreed Syllabus)

#### **5. Assessment, Recording and Reporting**

Teacher assessments are carried out to inform future planning and provide information about the child and their learning in R.E. A range of assessment methods are used including; observation of pupils, questioning and discussion and scrutiny of work. Work is marked and oral or written feedback given to pupils.

Teachers also complete the school R.E. assessment grid at the end of each term to give an assessment of their progress against the R.E. skills.

Below are the levels the children will be expected to achieve at the end of each primary Key Stage.

	Range of levels within which the majority of pupils are expected to work.	Expected attainment for the majority of pupils at the end of the Key Stage.
Key Stage 1	1 – 3	2
Key Stage 2	2 - 5	4

A comment of the children's understanding in Religious Education is reported to parents annually at the end of the academic year, but attainment will not be reported.

#### **6. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding**

The RE curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy.

#### **7. Resources**

The resources are stored in a central position and include artefacts, books and posters. They are updated regularly and staff can approach the RE co-ordinator if they have particular requests for resources.

## **8. Professional development and training**

The subject leader will maintain an overview of needs with regard to staff skills and their ability to teach the RE curriculum effectively. In addition, this need might be identified through the annual teacher appraisal process. Where there is an identified training need for individual staff or groups of teachers the subject lead will liaise with the Senior Leadership Team to organise appropriate provision. This training might take the form of school led, cluster led or county training provided by the Local Authority or specialist organisation. Records of professional development are held in school.

## **9. Health and Safety**

As with all curriculum activities, any RE activities undertaken as part of the RE Curriculum that might be considered to pose a risk to children, such as food tasting, should be risk assessed. This is to ensure that any potential hazards that might cause a risk can be managed.

## **10. Roles and Responsibilities**

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.
- keep up to date with developments in their subject, at both national and local level.
- review the way the subject is taught in the school and plan for improvement linked to whole-school objectives.
- review the curriculum plans for their subject, ensure that there is full coverage of the agreed curriculum and that progression is planned into schemes of work.

The role of the R.E. teacher for each class:

To implement the RE Policy.

To provide children with teaching and learning activities that enable them to become competent learners.

To ensure the curriculum for RE is being followed for their year group.

The role of children:

To participate fully in the RE curriculum and be responsible for their own learning.

## **11. Monitoring and Evaluation**

Senior staff monitor the lesson planning of all teachers during the year, the pupils' work and observe lessons.