# Religious Education (RE) Policy

## Intent statement

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community.
Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mindset, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.
As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, which will equip them to take responsibilities and lead at a local, national and global level.

Throughout Primet Primary School, pupils come from a wide range of backgrounds. Many pupils identify as Christian, Muslim or of no faith. As a school, we value and celebrate the diverse backgrounds within our community and aim to promote tolerance, respect and understanding of all religions and beliefs.

Through the teaching of Religious Education, pupils are encouraged to explore and appreciate religious and non-religious worldviews, to reflect on shared human experiences and to develop an understanding of the beliefs, practices and values of others. By studying the principal religions represented in Great Britain, pupils are supported to celebrate diversity, challenge stereotypes and develop respect for different ways of life.

## Aims

At Primet Primary School, the aim of Religious Education is to develop pupils' knowledge, understanding and skills through a range of teaching and learning approaches that reflect the requirements of the Lancashire Agreed Syllabus. RE supports pupils in developing positive attitudes such as curiosity, wonder, respect, fairness, self-awareness and appreciation of the beliefs and values of others.

The Religious Education curriculum follows the Lancashire Agreed Syllabus. In Reception, children learn about different religions and beliefs through the People and Communities element of the Early Years Foundation Stage curriculum.

In Key Stage 1, pupils study Christianity for approximately 50 per cent of the allocated teaching time, with the remaining time devoted to the study of Islam, Judaism and Hindu Dharma.

In Key Stage 2, pupils study Christianity for approximately 50 per cent of the allocated teaching time, with the remaining time devoted to the study of Islam, Judaism, Sikhism and Hindu Dharma.

A long-term planning overview is available on the school website and is reviewed and updated regularly.

**Procedures and Practise**

Primet Primary School's Religious Education curriculum meets the requirements of the Education Reform Act (1988), which states that Religious Education is compulsory for all pupils, including those in Reception. RE is taught in accordance with the Lancashire Agreed Syllabus and is allocated a minimum of 5 per cent of curriculum time.

Some classes teach RE as weekly lessons, while others teach the subject in blocks across a half term. We also do special additional sessions linked with the church. All of these approaches ensure full coverage of the agreed syllabus.

Teaching and learning in RE is structured around two attainment targets of equal importance.

Learning about Religion and Belief focuses on enquiry, investigation and developing knowledge and understanding of religions and beliefs.

Learning from Religion and Belief focuses on reflection, interpretation and consideration of human experience, beliefs and values.

Across the school, learning is guided by the central question, "What does it mean to be human?", which is explored through four areas: shared human experience, living religious traditions, beliefs and values, and the search for personal meaning.

Teachers use planning guidance from the Lancashire Grid for Learning to support lesson design. Planning is adapted to meet the needs of all pupils, including those with SEND, EAL

and disadvantaged pupils. Lessons are designed to be engaging, creative and challenging, encouraging pupils to ask questions and develop their thinking skills.

Pupils are encouraged to show sensitivity and respect for religious practices and beliefs through learning about cultural celebrations, festivals and traditions such as Eid, Easter and Shrove Tuesday. First-hand experiences are prioritised where possible, including handling artefacts, visits to places of worship and contributions from visitors. Specialist RE resources are stored centrally and reviewed regularly.

Parents and carers have the legal right to withdraw their child from Religious Education. This can be arranged following discussion with the headteacher and written notification to the governing body. Where a child is withdrawn, alternative work may be provided.

**Roles and Responsibilities**

The subject leader for Religious Education is Jodi Novak. The subject leader works in partnership with the Senior Leadership Team to support the effective teaching and learning of Religious Education across the school.

The subject leader, with support from the Senior Leadership Team, contributes to the development, review and implementation of the RE curriculum and policy. This includes supporting colleagues with planning, sharing good practice and identifying appropriate resources.

Monitoring of Religious Education is carried out collaboratively by the subject leader and Senior Leadership Team. This may include reviewing planning and pupils' work, pupil discussions and professional dialogue with staff. Monitoring is used to identify strengths, areas for development and priorities for improvement.

Professional development in Religious Education is supported through a combination of subject leader input, whole-school training and external opportunities, overseen by the Senior Leadership Team.

The subject leader, alongside the Senior Leadership Team, supports staff, including Early Career Teachers, in developing confidence and subject knowledge in Religious Education and works to promote the profile of the subject across the school.

Assessment information and monitoring outcomes are reviewed jointly by the subject leader and Senior Leadership Team to support curriculum development, action planning and pupil progress.

## Assessment

Assessment in Religious Education is carried out through observation, discussion and review of pupils' work. Teachers assess pupils' progress throughout the year and report it to parents 3 times a year.

Assessment information is used to monitor progress, inform teaching and learning, support reporting to parents and contribute to data analysis for senior leaders and governors.

## Monitoring and Evaluation

The quality of teaching and learning in Religious Education is monitored through the school's agreed monitoring cycle. This includes reviewing pupils' work, lesson observations where appropriate, pupil discussions and professional dialogue with staff.

The subject leader and Senior Leadership Team maintain an overview of the intent, implementation and impact of Religious Education and use monitoring outcomes to inform future planning, professional development and curriculum improvement.

The governing body has a statutory responsibility to ensure that Religious Education is included in the basic curriculum and that sufficient time and resources are allocated to enable high-quality provision.