

**MANOR ROAD PRIMARY SCHOOL**



# **RELIGIOUS EDUCATION POLICY**

**September 2024**





**Manor Road Primary School**  
**RELIGIOUS EDUCATION POLICY**

# **Contents**

<b>Page</b>	<b>Details</b>
3	Introduction
3	Aims
3	Curriculum and School Organisation
5	Planning
5	Inclusion
6	Equal Opportunities
6	Assessment
6	Record Keeping and Reporting
7	Subject Leader Role
7	Evaluation
8	The Contribution of Religious Education to the Spiritual, Moral, Social and Cultural Development of Children
8	Withdrawal
9	References
9	Review Schedule



**Manor Road Primary School**  
**RELIGIOUS EDUCATION POLICY**

**INTRODUCTION**

This document should be read in conjunction with Lancashire Agreed Syllabus of Religious Education, revised 2021: 'Searching for Meaning – *What is it to be human?*' This document should continue to be followed until further notice. The Lancashire Agreed Syllabus is supported by Curriculum Units and a Non-Statutory Scheme of Work, which include suggestions for lesson plans, teaching activities and assessment documents. Standards of Attainment in Religious Education are included for Key Stages 1 and 2. Lancashire SACRE, have provided Curriculum Support Materials, Assessment materials and Planning through the Lancashire Grid for Learning website.

In writing this document, we aim to describe the purpose, nature and management of Religious Education taught at Manor Road Primary School. Religious Education at this school is provided in accordance with the above Agreed Syllabus.

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

**AIMS**

The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious.

The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement. The syllabus is supported by a website which provides materials to support planning and assessment. This includes exemplar medium term plans; all of which are downloadable.

The curriculum for Religious Education and Worldviews aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

**CURRICULUM AND SCHOOL ORGANISATION.**

The Lancashire Agreed Syllabus for RE supports learning across a range of subjects as well as broader educational aims.

Specifically:

Personal, social, relationship, health and citizenship education.

Spiritual, moral, social and cultural development.

British Values (Promoting fundamental British Values as part of SMSC in schools Nov 2014 Department for Education).

Community cohesion.

The Prevent Duty (Revised Prevent Duty Guidance for England and Wales. March 2015 HM Government).

Reading and writing skills.

The arts: music, art, and drama.

History and geography.

In order to achieve the aims, the content of the Religious Education curriculum forming no less than 5% of the overall curriculum time, is delivered through the syllabus that allows progression. This equates to approximately one hour each week, but it is acknowledged that this may be exceeded at times during the year, eg. Easter and Christmas, and may be slightly less at other times.

Religious Education is taught using curriculum units and non-statutory lesson plans produced by Lancashire Education Department. A framework of half-termly units ensures an appropriate coverage and balance of the content in terms of religions to be covered. The balance allows for Christianity to form at least 50% but not more than 75% of the R.E. curriculum. The remaining Religions studied in addition to Christianity are; Islam, Judaism, Hindu Dharma, Buddhism, and Sikh Dharma. Islam and Hinduism are chosen for progression throughout the school whilst the remaining religions are studied for a minimum of one unit each and placed within the curriculum framework accordingly. These religions can be developed within the Creative Curriculum: teachers can consider linking a particular religion within a theme or teach the religion discreetly: a religion can be taught in weekly sessions or in, for example, a two or three week block.

At Manor Road, Religious Education is taught following themes of study. Each year will follow their own theme and incorporate a variety of religions within their coverage. The Foundation Stage has been designed to enable children to learn prior to Key Stage 1. Materials for the Foundation Stage have been incorporated within the Early Learning Goals. Guidance for the contribution of R.E. to the Early Learning Goals can be found in the Lancashire Agreed Syllabus, pages 40-42. New non-statutory units for Foundation Stage 2 are available

The Key Questions for each year group are:

Key Stage	Year Group	Key Question
Foundation	Reception	Why are some things special?
One	Year 1	What do people say about God?
	Year 2	How do we respond to the things that really matter?
Two	Year 3	Who should we follow?
	Year 4	How should we live our lives?
	Year 5	Where do we find guidance about how to live our lives?
	Year 6	Is life like a journey?

The focus of the syllabus is a study of four main areas of exploration:

Shared Human Experiences  
Beliefs and Values  
Religious Traditions  
Living Religious Traditions  
Search for Personal Meaning

Within the Scheme of Work, based on the Agreed Syllabus, learning activities are sequenced to ensure progression following the Primary Framework. Children are engaged in both learning about and learning from religion, through a broad range of teaching strategies, with effective use of specific resources; artefacts, I.T., food, story, and sacred texts. I.T. is progressively used to enhance the teaching and accessibility of R.E.

When appropriate and where possible, use will be made of home links and of links with faith communities to enrich the provision. Staff may invite parents into the class to bring personal experience to support the teaching of Religious Education. Staff will be aware of the need to avoid proselytizing by members of faith communities.

## **PLANNING**

The school recognises that planning is necessary to achieve clear, achievable goals. Effective planning ensures that work is matched to pupils' abilities, experiences and interests. Opportunity will be given for the development of cross-curricular skills of oracy and literacy. Effective planning ensures progression, continuity and subject coverage throughout the school. At the planning stage motivation to the pupils' personal, social, moral and cultural development will be considered. Planning provides criteria for evaluation of teaching and learning.

As indicated above, planning is undertaken on a termly basis using the Key Questions for each year group provided by the Lancashire Website. Within that framework, the planning for Religious Education will ensure an appropriate balance between consideration of shared human experience, learning about religious traditions, and about beliefs and values and an exploration of personal meaning.

Planning for these half-termly units is undertaken by the class teachers whose year groups are working together. The school makes use of the Lancashire materials for curriculum planning. Plans are made available to the subject leader for monitoring purposes.

The teachers' knowledge of the religions studied is enhanced through applicable course provided by Lancashire County Council Advisory Service. Also whole school Inset Courses are delivered (if required) by the R.E. advisor/consultant.

## **INCLUSION**

At our school we teach Religious Education to all children, whatever their ability and individual needs. Religious Education complements the school curriculum policy of providing a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

## **EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

## **ASSESSMENT**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Evidence is generated from notes, photographs, mark making, and floor books as well as that contributed through the knowledge of parents, teachers and other adults. Ongoing assessment informs the planning of further learning opportunities.

Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

These techniques should include:

- teachers' observation of pupils
- assessment documentation for the Lancashire website to support judgement
- teacher – pupil discussion and teacher questioning
- pupils' drawings, notes, models, comments and written work
- pupils' on-going analysis of their achievements
- photographs of children engaged in Religious Education activities
- use of IT as appropriate

## **RECORD KEEPING AND REPORTING**

Records of pupils' achievements are kept to:

- plan pupils' future learning
- report progress to parents
- maintain a written record of pupils' learning
- provide a curricular record for each pupil
- fulfill legal requirements

Information on a child's progress in Religious Education will be communicated to parents in a written report at the end of each academic year.

## **SUBJECT LEADER ROLE**

The subject leader responsible for co-ordinating Religious Education is Brogan Lawrenson and her role is described in her job description. This may include the following:

- plan work with teachers
- review and contribute to teacher planning
- prepare policy and scheme of work
- develop policy and scheme of work with staff
- liaise with transfer school staff
- prepare a subject development plan
- leading staff meetings
- plan and lead inset activities
- provide consultancy, advice, skills
- in-class teaching support
- specifying and ordering resources in consultation with staff
- monitoring and maintaining condition and availability of resources
- monitoring teaching and learning in Religious Education

## **EVALUATION**

The Religious Education Subject Leader gives the Head teacher and Board of Governors an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The Subject Leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

Such evidence should take into account:

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom observation
- external inspection/advice

## **The Contribution of Religious Education to Spiritual, Moral, Social and Cultural Development of Pupils**

Religious Education has a particularly important part to play in pupils' spiritual and moral development. The Agreed Syllabus requires pupils to be challenged by the ultimate questions. Spiritual development is the responsibility of the whole school and the whole curriculum. Religious Education plays a major part in promoting the children's spiritual development, for it is in R.E., that the pupils will be explicitly required to address such questions.

Spiritual development is concerned with discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth.

Children will learn about and reflect on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice. They will consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.

Children's responses to such questions will not be pre-determined but informed responses can only be made in the light of knowledge and understanding of the wisdom of others. Pupils will be challenged by hearing the claims to truth offered by people with different religious or philosophical perspectives on life.

Moral development refers to children enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust. Pupils should explore the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. They will consider what is of ultimate value to themselves and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.

The school can help children to decide what they hold as right and wrong, why they do so, and how they should act; that is, they should behave well in accordance with a moral code. For those with religious beliefs, these are often linked to the moral principles by which they live but there are other bases, too, for moral beliefs.

Social development refers to children's ability to examine the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met. Children will be given the opportunity to explore how religious community life works and the contributions community living makes to human well-being. They will consider how religious and other beliefs lead to particular actions and concerns. Pupils will also reflect upon ways in which religion can contribute to the community cohesion or to the common good.

Cultural development refers to children encountering people, literature, the creative and expressive arts and resources from differing cultures and religions. They will investigate the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures. Pupils must be supported in considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices.

The school will need to introduce children to the values and customs held within a nation's culture and to those of other significant cultures. This implies recognition and respect for the rights of others to exercise a cultural influence, including religion. It follows that the school will respect the values, customs and cultural heritage of those who belong to faiths other than those dominant in the local community.

## **WITHDRAWAL**

The school accepts the right of parents to withdraw their child from Religious Education if they so wish.



## **REFERENCES**

- Lancashire Agreed Syllabus.
- Curriculum Support Materials (providing information about the six religions).
- Non-Statutory Guidance on Assessment in Religious Education at Key Stage 1 and 2.
  1. Support for planning units.
  2. Assessment, Monitoring and Reporting.
  3. Visual resources for teaching and learning R.E.
  4. Exemplification of standards in R.E.
  5. New unit materials for Foundation Stage.

<b>POLICY REVIEW DETAILS</b>		
Policy written by	Brogan Lawrenson	September 2022
Policy reviewed	September 2024	Reviewed and updated with Key Questions.
Review schedule	As required	