

# Lovers' Lane Primary and Nursery School



## Religious Education Policy

Date Reviewed: September 2022

Next review date: September 2023

# Religious Education Policy

## Introduction

Lovers' Lane Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - Show Respect, Work together, Aspire and Nurture.

This policy sets out Lovers' Lane Primary and Nursery School's aims and strategies for the successful delivery of RE. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the MFL Leader (Laura Freestone) in consultation with the Headteacher, SENDCO, Leadership Team and teachers.

The vision for Religious Education at Lovers' Lane Primary is to develop and educate the whole child through the integration of intellectual, spiritual, moral, emotional and social development. RE should enable children to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in today's diverse society. Lovers' Lane has a diverse community culturally and religiously, therefore here in our school children will learn about different religions, belief systems, stories and festivals. We will teach pupils to develop respect for others, including people with different faiths and beliefs and help them to challenge prejudice. Within our teaching of RE we seek to encourage empathy, generosity and compassion thus prompting pupils to consider their responsibilities to themselves and others and to explore how they might contribute to their communities and the wider world.

Religious Education for children and young people provokes challenging questions about the meaning and purpose of life. Culture capital is developed through learning about the world and the different religions and beliefs within it. The children become more knowledgeable, giving them the opportunity to

understand and realise that different people, live, believe, act differently, therefore enhancing the children's experiences of the world. Having access to the skills to question others, to understand others beliefs makes them confident in their own beliefs and actions.

This policy is based on government recommended/statutory programmes of study.

### **Objectives and Aims**

The aims and objectives of **RE teaching at Lovers' Lane is where.....**

- children have opportunities to develop knowledge and understanding of a variety of religion and religious traditions.
- it enables pupils to build their sense of identity and belonging.
- children develop respect for others, including people with different faiths and beliefs and challenge prejudice.

### **Subject Overview**

At Lovers' Lane 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 'Religious Education for All' document, which is the agreed syllabus for RE in Nottingham City and Nottinghamshire. The curriculum planning is taken from the agreed syllabus, teachers then create the short term plans linked to cover the objectives for their class with activities that are best suited to the cohort they have.

### **Content of Subject:**

#### **Early Years**

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific

words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

### **KS1**

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

Coverage: Christianity 50%, Judaism 44% Hinduism 3%, Islam 3%. Visit to a Church, virtual synagogue, Hindu visitor into school.

### **KS2**

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Coverage: Christianity 51%, Islam 20%, Hinduism 19%, Judaism 5% Sikhism 3%, Combination of religions including Buddhism 2%. Visit to a Church, virtual Hindu temple, Muslim visitor into school.

### **Equal Opportunities and Inclusion:**

At Lovers' Lane we recognise that young people live in a diverse range of cultures, religions and family types. We are committed to working towards equal opportunities in all aspects of school life and will ensure that teaching, learning and resources support this commitment in order to meet the needs of all children. We are strongly committed to supporting all children with a Special Education Need. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We are aware of the many complex and different needs of individuals and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom. In order to ensure that children with special educational needs achieve to 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 SEN children in small groups or on a one to one basis.

### **Roles of Subject Leader**

#### **RE Lead**

- Raising the profile of RE for all stakeholders.
- Monitoring the standards of RE and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for RE.
- Maintaining overall consistency in standards of RE across the school.
- Reporting on RE at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.

- Using nationally recognised standards to benchmark RE.
- Creating Action Plans for RE and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Reviewing the RE curriculum and developing it as needed.
- Working as needed with the Head Teacher to ensure provision is above adequate and all legislation is in place.

### **Evaluations (Assessment, Attainment and Progress)**

Monitoring standards of teaching and learning within RE is the primary responsibility of the RE Leader. Details of monitoring and evaluation schedules can be found in the Spanish Action Plan.

#### **Monitoring will be achieved through:**

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

#### **Evaluation and Feedback will be achieved through:**

- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking RE provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the RE Leader in a timely manner.
- Feedback on whole school areas of development in regard to RE to be fed back through insets/AOB/staff meetings.

### **Assessment:**

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.

### **Resources:**

We have a wide range of resources to support teaching of RE based on the Durham LA's agreed syllabus. There is a budget available for other resources to be hired, where necessary, and for the funding of relevant trips such as visiting a church.

### **Withdrawal from RE Learning:**

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Lovers' Lane Primary School and in RE lessons.

Reviewed by- L.Freestone and L.Williams  
Review date- Jan 2023