

# Religious Education Policy for Lacewood Primary School



**Approved by:**

Kelly Webster  
(Chair of Governors)

**Date:**

**Last reviewed on:**

November 2024

**Next review due by:**

November 2025

## A Statement of Policy for the Religious Education Curriculum

Using the Barnsley Local Agreed Syllabus (LAS 2020), we will enable pupils at Lacewood to discover more about religion as well as other world views as we assist them to apply their learning to a range of topics. Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in lessons, receive visitors to school sharing a range of religious viewpoints and undertake their own visits to varied places of worship.

Through these experiences they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world. As our community demographic is broadly Christian here at Lacewood, we explore Christianity – along with another religion in every year group. This allows us to build on children's prior knowledge with progression encouraging deeper thinking. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British Values such as acceptance and respect for others who hold different world views.

All aspects of our key principles at Lacewood Primary School underpin our curriculum, which promotes our school motto and ethos of always trying your best to be your best. Our curriculum is led by our whole school core principles of developing every child's learning characteristics, in line with our school learning buddy approach, of:

**Co-operation and independence (Bee)** 

**Thinking skills and problem solving (Owl)** 

**Effort, resilience and commitment (Snail)** 

**Collecting ideas and making links in their learning (Squirrel)** 

### Intent

Our aim at Lacewood Primary School is to enable pupils to become knowledgeable, have understanding and empathy for all religions. Religious Education at Lacewood is for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities. They have an entitlement to learning in R.E. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and their development as active and responsible citizens.

### Aims and objectives of Religious Education

Within the framework of the law and the Agreed Syllabus, Lacewood Primary Schools aims in RE are:

- To enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- To enable pupils to know about and understand the beliefs and practices of some of the great religions of the World, particularly those represented in Barnsley and in Great Britain. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase.
- To promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country
- To affirm each child in his/her own family tradition, religious or secular
- To provide children with opportunities for spiritual, moral, social and cultural development
- To develop the ability of pupils to think about and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle and through exploring the fundamental questions of life.

## **Organisation**

### **Role of the subject leader:**

The role of the subject lead is to:

- Take lead in policy development and to oversee the development of the long term development plan for RE.
- Keep up to date with the developments in RE.
- Disseminate information to colleagues.
- Use pupil voice and samples of work across school to monitor standards and progress.
- Keep the school Religious Education section of the website up to date.

## **Planning**

Our teaching is carried out both in assemblies where common themes are shared and also in class lessons where children develop their learning further through half termly units of work.

### **The Foundation stage is based on three themes:**

- My World (Me, My Family, Other people)
- Special Times
- Special Places

**Each RE theme is related to the overall theme being studied in the half term. RE can contribute to all six areas of learning but most specifically in relation to the following:**

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

### **The key religions studied in each year group:**

- Y1 – Christianity
- Y2 – Christianity / Judaism
- Y3 – Christianity / Hinduism
- Y4 – Christianity / Sikhism
- Y5 – Christianity / Islam
- Y6 – Christianity / Buddhism

**The key aspects of learning for KS1 and KS2 are based on six key questions, which are taught across the year:**

- Why are these words special?
- Why are some places special?
- How can a faith contribute to community cohesion?
- Why are some times special?
- What can be learned from the lives of significant people of faith?
- How do I and others feel about life and the universe around us?

## **Implementation**

At Lacewood, staff plan a structure and sequence of lessons to ensure they have developed the skills detailed in our progression document; required to meet the aims of the national curriculum. Our R.E. curriculum develops children's interest and curiosity about various religions through a series of lessons offering the learning of key facts, skills progression, knowledge progression and by offering children the opportunity to ask questions and demonstrate their knowledge and skills in a variety of ways.

The National Curriculum states that 'every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring' and 'it is important that within this diversity, schools' RE curricula give all young people the opportunity to gain an informed understanding of religious beliefs and worldviews.' Our Religious Education curriculum, at Lacewood, has been structured in a way which ensures all children cover lessons of a varied approach. The content within

these lessons includes learning key facts, a development of specific knowledge and an element of awe and wonder. At Lacewood Primary School, we offer a curriculum which is balanced and broadly based, and which: promotes the spiritual, moral, cultural, mental and physical development of all children, and prepares them for the opportunities, responsibilities and experiences of later life. Year groups cover Christianity and one other main religion. This ensures, throughout the children's primary years, they have had the opportunity to develop understanding and knowledge of all of the six major religions. Lessons are planned which include various cross curricular links, including drama and art, which helps to engage and inspire children. School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills further.

## **Impact**

### **Assessment and recording progress**

Due to the nature of this curriculum area, Religious Education monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to express themselves through a range of different mediums. Book monitoring throughout all year groups also takes place throughout the year to compliment this, allowing leaders to ensure our children have the opportunity to develop their skills, while also ensuring our curriculum aims are being achieved in each year group.

Examples of our children's R.E. work and information based around the religion being studied is exhibited throughout the school, particularly on classroom and corridor displays.

### **Display and Presentation**

Displays vary depending on the theme and the personal style of the teacher, which ensures the school always has a lively, stimulating range of work on display. Rules for display at Lacewood are few in order promote individual style and flair. These are as follows:

- Work chosen for display is well presented and accurately mounted.
- Photographs are incorporated to see work in action.
- All displays have a clear, main heading to unite the work (year group on the corridor and theme in hall displays). Key objective statements are included within the display to demonstrate the key learning objective children have achieved.
- All displays have written comments from children within the class, encouraging peer assessment.

### **SEN and inclusion**

The whole school policy on equal opportunities will be adhered to in RE. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In RE activities the differentiation is mainly by outcome, though in cases where pupils have special educational needs, there may be the need to provide adaptations by task in order to cater for children's diverse learning needs; detailed in the RE leader's SEN provision for subject leads document.

### **RE: statutory requirements and curriculum information**

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character 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 the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

### **Withdrawal**

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.

### **Statutory Duty of School in relation to collective worship**

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

**NS/2024**