



Religious Education Policy

School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: Alison Ayers

Date reviewed	Changes made	Signed
November 2019	Updated assessment section	A. Ayers
November 2021	Updated all sections to reflect New Lancashire Agreed Syllabus for Religious Education 2021	A.Ayers

Garstang Community Primary School

RELIGIOUS EDUCATION POLICY

It is a legal requirement for every state-funded school to 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 to pupils at every Key Stage... All schools must publish their curriculum by subject and academic year online.

(‘The National Curriculum in England: Framework Document’, December 2014, sections 2 & 3).

Time Allocation

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 5% of the annual total curriculum time which is delivered in flexible and creative ways.

The Purpose

Studying religious and non-religious worldviews is essential if pupils at Garstang Community Primary School are to be well prepared for life in our increasingly diverse society. They need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can ‘respect religious and cultural differences and contribute to a cohesive and compassionate society’. (RE Review 2013.) A study of Religious Education enables our pupils to take their place within a diverse multi-religious and multi-secular society.

RE is a valued subject, which welcomes the difficult questions about life, beliefs, God, right and wrong and what it means to be human. It develops the children’s knowledge and understanding of faiths represented in their local community and the wider world. RE allows children to learn about and challenge their own and each other’s beliefs and values in an unbiased and safe environment.

Whilst Religious Education is a subject of the basic curriculum, it supports the values, aims and purposes which underpin the breadth of the National Curriculum.

It 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.

Spiritual, Moral, Social and Cultural Education

The Lancashire Agreed Syllabus for RE makes a clear and intended connection between RE and pupils' spiritual, moral, social and cultural development. This enables schools to fulfil their statutory duty in promoting fundamental British values. These are defined as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

The Aims of Religious Education

At our school we aim to ensure all our pupils:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, about and understand a range of religions and worldview
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of life and expressing meaning.

Express ideas and insights about the nature, significance and importance of religions and worldviews

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- Appreciate and appraise varied dimensions of Religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

(‘A Curriculum Framework for Religious Education in England’ Religious Education Council October 2013)

At the centre of RE at Garstang Community 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 and intelligently address this and many of the other big questions they will face throughout their lives.

Religious education does not seek to urge religious beliefs on pupils by promoting one religion over another. Instead, ‘it affords pupils both the opportunity to see the religion and non-religion in the world,

and the opportunity to make sense of their own place in that world.’ (Ofsted Research Review Series: Religious Education, May 2021).

The Curriculum

At Garstang Community Primary School Reception to Year 6 follow the Lancashire Agreed Syllabus 2021. Religious Education at Garstang Community will reflect and represent the religions found within the school community. It will also take into account the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally).

We teach Christianity within three strands: God, Jesus and Church. Christianity, Islam and Hindu Dharma are taught progressively across all year groups. Buddhism, Judaism, Sikh Dharam is taught in certain year groups.

(See Long term Grid)

A given key question provides the central line of enquiry across each year group (see planning grid attached) and then focus questions provide a point of exploration within each religion. Each unit of work is structured to include the following four elements:

- Shared human experience - the nature of being human.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values – the theology that lies at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

Special Needs and disabilities

The curriculum may need to be adapted to meet the needs of pupils with special needs and/or disabilities whilst maintaining the ‘Field of Enquiry’ ensuring that learning is age appropriate and suitably challenging. This requires a careful analysis of the knowledge and skills which comprise a particular learning task.

Adaption might involve:

- Dipping into knowledge and skills from prior year groups to maintain progression in learning.
- Breaking knowledge into smaller progressive chunks or focussing on the core theme within the centre of a topic.
- Consolidation or revisiting previous learning to embed understanding.
- Prioritising first-hand encounters with faith representatives and visits to places of worship.
- Prioritising sensory experiences such as art, music, dance and drama.
- Providing opportunities for small group discussion with a focus on the values underpinning a religious theme.
- Using creative forms of assessment and recording e.g. a Wall of Wisdom.

The specific skills of reflection, expression and discernment will not be neglected where teaching is good.

Creative planning makes the RE experience more meaningful and real for the pupils at Garstang Community. However where the links are tenuous RE will be taught as a stand alone subject for a blocked amount of time. Planning and delivery are creative and wide varieties of approaches are used including visits to sacred places and visitors into school. We have 'Open the Book, local churches come into our assemblies to make the Bible come alive for our children. We have regular visits from NISCU (Northern Inter Schools Christian Union). We have also had representatives from other faiths coming into school to speak and work with year groups.

Withdrawal from Religious Education

'The school teaches open minded religious education which is fully inclusive. The aim is for all pupils to develop their own beliefs and values. Any parent considering exercising the right of withdrawal is invited to make an appointment with staff to discuss the approach we take to the teaching of RE.'

Assessment

At Garstang Community Primary School Assessment in Religious Education is undertaken as part of the school's agreed observation, assessment and planning cycle. Evidence can be generated from notes, photographs, mark making, and floor books as well as that contributed through the knowledge of parents, teachers and other adults.

We use year group non-negotiables taken from Pillars of progression grids to identify how knowledge and skills are built on across KS1 and KS2. Although the generic skills remain the same within each grid, each one is adapted to include subject content specific matched to each religion.

The results of the final assessment task in Year 2 and Year 6 will be sent to Lancashire SACRE (The Standing Advisory Council on Religious Education). The number of children working at expected in Year 2 and Year 6 will be requested via the Portal.

Resources

The resources are stored in a central position and include artefacts and books. We also use NATRA resources and RE today publications for creative approaches to teaching RE. KS1 and KS2 Bitesize Religious Education programmes further enhance our teaching and learning.

Resources are being updated continually.

A. Ayers