



## RE - Policy

*Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. Children are encouraged to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.*

### Rationale

As a community school Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Year 6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' medium term planning 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. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

### Aims of our RE curriculum

We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils 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).

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

**Our curriculum for Religious Education aims to ensure that all pupils:**

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

- 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 evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- 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, so that they can: 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)*

### **Withdrawal from RE lessons**

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals.

Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

### **Implementation of policy**

Our curriculum is well sequenced and progressive. The subject leader has delivered training on the Lancashire Agreed Syllabus ‘Searching for Meaning’ used to teach RE in school. Using the Lancashire Agreed Syllabus, a provision map detailing the objectives and skills being covered in RE throughout Early Years, KS1 and KS2 has been created, this supports children in catching up skills that they may have missed in previous years. This includes gaining knowledge of a religion that may have been missed in previous years before looking at the religion in more depth. Through adaptive teaching, teachers are able to either challenge and stretch more able children or support those with EAL or SEND needs within their cohort. Links to other subject areas have been made where possible and are continuing to be made, this allows children to ‘master’ skills by using them in other contexts. Our RE curriculum’s overall focus is on the key question, ‘What is it to be human?’ and the enquiry-based approach allows our children to relate what they are learning to their own lives to help foster understanding and tolerance towards others they may see as different to themselves. For our children, it is crucial that they revisit and overlearn key information and skills to make connections and allow these to transfer into the long-term memory.

### **At Springfield Community Primary School, we believe a high quality RE lesson should:**

- Be planned using the Lancashire Agreed Syllabus ‘Searching for Meaning’
- Engage children in discussions round the enquiry question.
- Link the enquiry question to the religion being taught.
- Link the enquiry question to the children’s own lives and beliefs (religious and non-religious)

- Link back to the overall question of ‘What is it to be human?’
- Varied and interactive activities are taught with clear outcomes.
- Strategies are used to support neurodiverse learners.
- Adaptive teaching is used to ensure that children are supported in making progress in every lesson.
- A front cover is used at the start of a unit so that clear progression within a unit can be seen.
- Barriers to learning are removed through use of pre-learning key vocabulary and concrete resources where needed.
- Learning is captured using Seesaw illustrations, or short written pieces.
- A label with the date, learning objective and success criteria is on each piece of work.
- The learning objective and success criteria is shared with children.
- Learning objectives are taken from the assessment criteria for each unit plan.
- Fast feedback ensures progress within lesson, providing challenges for children who have met the objective and timely intervention for children not yet meeting the objective.
- Encourage all children to share their views and opinions.

### **How is RE taught in EYFS, KS1, KS2?**

RE is taught using the Lancashire Agreed Syllabus ‘Searching for Meaning’ throughout each year group. An enquiry question is shared with children at the beginning of each unit and is used to explore a specific religion and the children own views. The Subject Lead has created a long-term plan for staff to use to ensure RE enquiries are taught in line with relevant religious observances.

### **Assessment and Progression**

The subject leader has created a knowledge and skills progression map. Teachers use this to identify starting points at the start of a topic. Once a pre-assessment has been conducted teachers can plan lessons to build on the knowledge and skills that the children have already acquired. In addition to this, each pupil’s book has the assessment criteria for each half termly unit at the start of the work. Teachers highlight these off when the learning objectives have been met.

### **ICT**

At Springfield, we use ICT throughout our curriculum. Teachers use interactive whiteboards to present learning in different ways, such as sharing audio and video clips, PPTs, images and websites to aid learning. Children have access to Chrome Books, laptops and iPads to aid their learning. Teachers also use iPads, specifically the app ‘Seesaw’, to capture learning that is mostly verbal. Teachers may also use this to provide verbal feedback to children.

### **Resources**

Staff plan ahead for enquiries and organise resources as soon as possible. Artefact boxes for each of the key religions taught are available in school. Springfield uses the Lancashire Agreed Syllabus ‘Searching for Meaning’. The syllabus provides medium term plans for teachers to use as well as links to useful and relevant online resources which are updated regularly.

### **Seesaw/Lesson PowerPoints**

All lesson plans are uploaded to a shared drive in school each week allowing teachers access to previous year’s lessons. Where applicable, videos/pictures taken on Seesaw during lessons should be clearly labelled with the key skill and/or learning taking place and a QR code stuck into children’s books next to the relevant learning objective and success criteria.

### **Monitoring**

A clear monitoring assessment cycle is published and shared with all staff. The purpose of monitoring is to support staff in delivering consistent, high quality RE lessons within the expectations set out in this policy and the Agreed Principles. Monitoring is also designed to ensure all pupils are receiving a high

quality and equal learning experience at Springfield Community Primary School. Forms of monitoring include book looks, pupil interviews, staff questionnaires, and moderation. Constructive feedback will be provided to staff in a timely manner. Support from the Subject Lead will be offered to ensure any points of improvement are addressed.

The RE Subject Lead monitors delivery of the Lancashire Agreed Syllabus 'Searching for Meaning' through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their work in books and on Seesaw to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes (formative assessments)
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

### **Equal Opportunities**

Adaptive teaching is planned into lessons to develop pupil's ability regardless of their level. This may be in the form of additional resources, support from class teacher or teaching assistant, targeted questioning as well as children working individually, in pairs or in groups. Pupils also have access to learning toolkits where they or the teacher can choose the resources to be used.

### **Role of Subject Leader**

The role of the Subject Leader is to ensure a high-quality RE curriculum is in place which is tailored to our school cohort. The Subject Lead will undertake the following responsibilities:

- Create a whole school progression map to ensure curriculum coverage.
- Create an action plan to move the subject forward.
- Share Agreed Principles and Policy with staff ensuring that all educators in school are 'in the know.'
- Partake in academic reading to ensure that the curriculum is current and meets statutory requirements.
- Disseminate all updates relating to the subject to staff.
- Monitor the learning and teaching taking place and act accordingly.
- Support staff in delivering content.
- Plan and book relevant training for staff members.
- Report to Governors.
- Conduct data analysis.
- Research, order and audit resources.
- Facilitate the moderation of learning across school.

### **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

**Policy written by:** Charlotte Lambert-Martin

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