



Religious Education Policy

Aims

We aim to encourage and support our children to develop into effective contributors, responsible citizens, confident individuals and successful learners. We encourage them to be tolerant, respectful, knowledgeable and reflective where the beliefs, faiths and values of others are concerned. We aim to provide an outstanding religious education so that our children can grow to make a valuable contribution to the community in which they live... **to be the best that they can be.**

Coverage

* What we are covering

Our religious education curriculum follows the Lancashire Agreed Syllabus, which fits the needs of Ightenhill school. This involves the delivery of 3 investigations linked to Christianity (God, Jesus and the Church) each year, as well as investigations based around other major religions: Buddhism, Judaism, Sikhism, Hinduism and Islam. Children will learn about key beliefs, key festivals and key figures within each religion covered.

* Why we are covering these areas

Religious Education at Ightenhill reflects and represents the religions found within the school community, as well as taking into account the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally).

* Where it takes our children

We feel it is essential that children have a clear understanding of the fundamental principles of the religions they explore. This allows them to be more tolerant, understanding and informed about people who may be a part of a different religion or culture to themselves, hence helping them become positive and open minded members of society.

Intent

It is our intention to ensure that our RE investigative units centre around the exploration of 'Big Questions'. Children are not merely learning about different faiths and religions, but learning to question, wonder and reflect upon universal issues and questions that are not easily answered, if at all. At Ightenhill, our RE lessons aim to engage children in active reflection, giving them the tools to become independent thinkers who are tolerant and **respectful** of the values and views of others, while being able to maturely express their own beliefs, values and thoughts. RE helps the children develop the life skills to become **responsible, kind** and confident citizens who can play a positive and active role in modern society.

We aim to make RE as exciting and relevant to your child as possible and plan for creative opportunities for children to engage in different experiences of worship through artefacts, stories, resources, music, art, drama and by inviting in, when possible, speakers/visitors from world faiths to engage pupils' interest, as well as organising trips out to places of worship. Lancashire's syllabus encourages your child to ask questions and search for their own answers and staff encourage pupils and each other to reflect and contemplate on their thoughts, feelings and beliefs. The children also work **cooperatively** with others. In this way, we aim for children to develop an understanding of social and moral practices and way of life, as well as a willingness to recognise good wherever it exists.

Implementation

Teaching and Learning

RE is taught weekly, for 1 hour, following the Lancashire Agreed Syllabus for Religious Education. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. This is implemented by encouraging children to think about their own values in relation to the themes and topics studied in the RE curriculum.

RE enables children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues both individually and in groups.

We have a range of resources available to supplement the schemes of work, including artefacts central to each major religion explored, and lessons are taught using a variety of different learning styles. We work closely with 'Building Bridges' and have regular visits from 'Faith Friends', who deliver exciting workshops. These bring religion alive for our children and enhance their learning. They also provide the opportunity for the children to ask people from different religions questions.

The RE curriculum is mapped out to ensure there is clear progression of knowledge. Knowledge organisers have been created to support each unit of RE. They show the key learning that will be covered in a unit and they also incorporate prior and future learning to allow the curriculum to be inclusive. The development of vocabulary is a major focus of our curriculum, key vocabulary is also included on the knowledge organisers.

Making the curriculum work for every child

We recognise the fact that all classes in our school have children of widely differing abilities hence we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, including:

- Setting tasks which are open-ended and can have a variety of responses
- Setting task of increasing difficulty (we do not expect all children to always complete all tasks)
- Grouping children within each class either by ability, with differentiated tasks, or, more commonly, using mixed ability groupings to allow children to support one another and help one another to grow and learn
- Using classroom assistants to support the work of individuals or groups of children
- Providing resources of different complexity, adapted to the ability of the child

The teaching of RE is not restricted to this subject area but permeates the whole of our school curriculum and our school life. We look at all aspects of our school experience to support children in their understanding, respect and tolerance of different faiths and beliefs, as well as constantly developing their moral and ethical values.

British Values

Ighthenhill Primary School is committed to serving its community and surrounding areas. We recognise the multi-faith nature of the United Kingdom and understand the role school plays in promoting British Values. We encourage admissions from all those who are entitled to education under British Law, regardless of faith, ethnicity, gender, sexuality, political or financial status. We are a school for all and, throughout our RE curriculum particularly, encourage within our children a mutual respect and tolerance of those with different faiths and beliefs.

Links to SMSC (spiritual, moral, social and cultural development)

At Ighthenhill our RE curriculum plays a fundamental role in contributing to the SMSC development of our children. Spiritual development is obviously central to our religious education and we through the focus on a 'search for personal meaning' within our RE lessons, children are encouraged to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life. We also ensure children are encouraged to develop a respect for the faiths, feelings and values of others. In this way we hope to foster a sense of wonder and fascination in our children, in learning about themselves, others and the world around them. Additionally, our religious investigations include a strong focus upon morality and encourage children to reflect upon what is right and wrong and apply this to their own lives. Moral and ethical issues are often debated within the context of different religious beliefs and children are encouraged to reflect upon their own views, as well as to understand and appreciate the viewpoints of others where such issues are concerned.

Assessment

Teachers evaluate the childrens progress at the end of each haf-term, using the Lancashire Sacre progression grids. At the end of Key Stages 1 and 2, teachers assess whether each child has met the end of key stage goals.

Monitoring and review of RE

RE is monitored once per term using a variety of approaches, including for example : learning walks, book scrutinies, lesson observations, pupil voice interviews.

Impact

In line with what has already been outlined, we aim to provide an outstanding religious education for our children which informs and educates them about different faiths and beliefs, as well as encouraging them to be tolerant, respectful and reflective about all faiths. We encourage our children to become open minded and to celebrate the goodness that exists within the world, as well as becoming positive, well rounded citizens with strong moral foundations. We hope that our children enter the world as **kind, respectful** and **honest** young people, able to positively communicate with and work alongside people of all different cultures, religions, faiths and beliefs.

Online Safety

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Ighthenhill, we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis.

Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills.

Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.

Right to Withdraw

Please note: It is recognised that any parent has the right to withdraw their child from any religious worship or instruction. The Headteacher should be informed either personally or in writing if this is your intention.

Reviewed September 2024- J Taylor