



Lawn  
Primary  
School

# RELIGIOUS EDUCATION POLICY

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## **1. Introduction**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Lawn Primary School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

## **2. The Importance of RE**

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

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. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### **Spiritual, moral, social and cultural development**

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity

for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### **Community cohesion**

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

### **3. Aims and purposes of RE**

- To provoke 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.
- To develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- To offer opportunities for personal reflection and spiritual development.
- To enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- To encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- To challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- To encourage pupils to develop their sense of identity and belonging.
- To enable pupils to flourish individually within their communities and as citizens in a pluralistic society and global community
- To enable pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- To promote discernment and enable pupils to combat prejudice.

At Lawn Primary School we meet these aims through the two attainment targets:  
 AT1 – Learning about religion  
 AT2 – Learning from religion

#### 4. Programmes of study

##### Foundation stage

<b>Themes:</b>	<b>FS: Discovering</b>
<b>Believing</b>	Special people: Which people are special and why?
	Special stories: Which stories are special and why?
<b>Expressing</b>	Special places: What places are special and why?
	Special times: What times are special and why?
<b>Living</b>	Being special: Where do we belong?
	Special world: What is special about our world and why?

##### Key stage 1

During the Key Stage 1, pupils should be taught knowledge, skills and understanding through the following areas of study:

- Christianity
- At least one other principal religion
- A religious community with a significant local presence
- A secular world view

<b>Fields of enquiry.</b>	<b>KS1: Exploring</b>
<b>Believing</b>	<b>Believing</b> 1.1 – Who is a Christian / Muslim / Jewish and what do they believe? 1.2 What can we learn from creation stories?
	<b>Leaders and teachers</b> 1.3 – Who is an inspiring person and why?
	<b>Story</b> 1.4 – What do stories of Jesus tell Christians about how to live?
<b>Expressing</b>	<b>Symbols</b> 1.5 – In what ways is a church / mosque/ synagogue important to believers?
	<b>Celebrations</b> 1.6 – How and why do we celebrate special times?
<b>Living</b>	<b>Myself</b> 1.7 – How do we show we care for others?
	<b>Belonging</b> 1.8 - What does it mean to belong?

## Key stage 2

During the Key Stage 2, pupils should be taught knowledge, skills and understanding through the following areas of study:

- Christianity
- At least two other principal religions
- A religious community with a significant local presence
- A secular world view

<b>Fields of enquiry.</b>	<b>KS2: Connecting</b>
<b>Believing</b>	<b>Beliefs and questions.</b> 2.1 – What do different people believe about god? 2.2 - Why is Easter so important for Christians? 2.3 - What do religions say to us when life gets hard?
	<b>Inspirational people</b> 2.4 – What makes a leader worth following? 2.5 – How and why do Christians follow Jesus?
	<b>Teachings and authority</b> 2.6 – Why is the Bible so important for Christians today? Why is the Guru Granth Sahib / Quran so important for Sikhs / Muslims?
<b>Expressing</b>	<b>Symbols and religious expression</b> 2.7 – How do people express their faith through the arts? 2.8 – What is the purpose and value of a sacred space? 2.9 – Why is prayer important for religious believers?
	<b>Worship, pilgrimage and special times</b> 2.10 – What are the deeper meaning of festivals? 2.11 – Why is pilgrimage important to some religious believers?
	<b>Journey of life and death</b> 2.12- How and why do believers show their commitments during the journey of life?
<b>Living</b>	<b>Religion and the individual</b> 2.13 – What can we learn from religions about deciding what is right and wrong?
	<b>Religion, family and community</b> 2.14 – What can be learned from the Muslim way of life? 2.15 – How can we make our village / town/ county a more respectful place?
	<b>Beliefs in action in the world</b> 2.16 – Can religions help to build a fair world? 2.17 – What do religions teach about the natural world and why should we care about it?

## **5. Assessment**

Assessment is to do with making judgements about pupils' achievements in the broadest sense. Through their experience of RE pupils will develop knowledge, understanding and a range of skills. Assessment involves planning opportunities to:

- observe and analyse pupils' responses;
- monitor and raise achievement;
- feedback recognition of achievement and advise on how to improve.

There are eight steps of progression for knowledge, understanding and skills. KS1 focuses on the first three of these eight steps and KS2 focuses on the third, fourth and fifth strand of the progression ladder. KS2 aims to deepen the understanding that the children have gained with KS1. It allows them to question more and provides opportunity for higher order thinking skills.

Each child is assessed using the following criteria: D, D+, S, S+, E, E+. This follows the same criteria as most other subjects within school to enable ease when assessing. Teachers should assess one piece of work at the end of the topic, whilst using judgements based on AFL.

## **6. The legal basis for RE in maintained schools**

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. At Lawn Primary School this is the Derbyshire Agreed Syllabus. LAs must ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

## **7. The Role of the Subject Leader.**

The RE Leader has the responsibility to:

- Provide curriculum leadership across the school
- Monitor and evaluate the standards of RE teaching across the school through planning scrutiny and lesson observations.
- Liaise with outside speakers and agencies
- Ensure that British Values are being activity promoted throughout school.

## **8. RE and Inclusion**

Religious Education at Lawn Primary School provides appropriate differentiation in order to meet the needs of all pupils. More able pupils are extended through independent research and higher order questions. Pupils who need more support are supported through more practical activities and talk.

## **9. The right to withdraw**

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

## **10. British Values within RE**

At Lawn Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced and embedded within our RE curriculum. The British Values fall under the following categories:

Mutual respect and the tolerance of those with different faiths and beliefs

Democracy

Rule of Law

Individual Liberty

## **11. School Visits**

At Lawn Primary School we aim to provide an entitlement for all pupils to visit a religious place. It is the role of the RE coordinator to organise and plan these events. It is the role of the teachers / teaching assistants to support these school visits once arranged.

## **12. Displays**

There is to be at least one RE display up (British Values) in the main entrance of school.

### **13. Resources**

We encourage the use of a wide range of resources to enrich children's learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children.

We have a range of resources in school. These are placed in the resource cupboard in school. We also have a range of books to support the planning and teaching of RE within school. These are currently based in Miss Ayub's classroom.

Lawn Primary School is also signed up to the Resource Centre which has many different resources. We arrange trips through the Open Centre, who also have a range of resources available.