



## Woodside Primary School RELIGIOUS EDUCATION POLICY

### **The context of RE**

At Woodside Primary 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 Y6 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.

### **Intent**

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. We aim to provide all of our pupils with 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 will 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 will be 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.

### **Implementation**

Our RE curriculum is designed to both fulfil the requirements of Religious Education in England and to provide experiences that engage, inspire and motivate **all** children here at Woodside Primary School. Our curriculum is ambitious and the methods of implementation 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 into account of the teaching and practices of the other principal religious traditions represented in our community. As such, 50% of the teaching is focused upon Christianity. We recognise the variety of religions and non-religious backgrounds from which our pupils come. The curriculum is not designed to convert children, 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.

The Lancashire Scheme of Work has been adapted in light of our school structure and fully meets the needs of our pupils. Learning has been carefully considered, mapped out and sequenced through each Key Stage in order to ensure coverage of skills and clear progression. We recognise that RE teaching may need repetition and development; therefore three religions are revisited throughout the years, Christianity, Islam and Hindu Dharma. This enables children to develop and reinforce their understanding in order to improve. Learning is adapted to meet the needs of different pupils, for example SEND and provides additional challenges for those children who require it.

Due to our class structure we have a two-year rolling programme for Year 1/Year 2 and a three-year rolling programme for two of the other classes - Year 3/Year 4 and Year 4/Year 5. Year 6 are taught discretely and therefore have a one-year programme of work. EYFS also follow a discrete one year programme, with opportunities to build upon a range of skills through continuous provision areas. Each unit begins with a question that the children are asked to investigate with regard to a particular religion. Our RE long term plan maps out each unit covered during each half term. Throughout our school the religions covered are Islam, Sikhism, Judaism, Buddhism, Hindu Dharma and Christianity.

RE teaching at Woodside Primary School provides children with rich, purposeful and ambitious opportunities to learn, and although it is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills to other areas of the curriculum including English and PSHE. Discussion is a crucial part of Religious Education and allows children to share thoughts with their peers. Teachers at Woodside Primary School use varied questioning techniques to stimulate these discussions, promote enquiry, deepen learning and support assessment. Well planned, clearly structured lessons drive forward key skills and knowledge. Lessons are sequenced over time to ensure chunks of learning are connected. Teachers use clear instruction, vocabulary and good subject knowledge when teaching.

Our RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, this is central to everything that we do as a school. We ensure strong links are made to British Values and consistently refer to the current whole school value within our teaching.

### **Impact**

Our Religious Education curriculum has been carefully crafted and constructed to ensure that we inspire, engage and motivate our children. We aim for all our children to have secured age-related skills and knowledge before they leave Woodside Primary School. This equips them with the ability to successfully prepare for later life in the complex world and they will be able to make informed choices throughout their lives. In addition to this, we strive for our children to be knowledgeable about their own personal beliefs, ideas and values so that they can hold balanced and well informed conversations whilst respecting the views of others.

The impact of our Religious Education curriculum can be measured and monitored in a variety of different ways including; learning walks, workbooks, data analysis and tracking and pupil interviews. It is the responsibility of the subject leader to triangulate this evidence to ensure consistency across the whole school. Throughout RE lessons teachers provide 'in-the-moment' feedback and support. At Woodside Primary School we strive to include all children of differing abilities in Religious Education and provision is made for SEND children in the school. Parents are informed of their child's attainment and effort throughout the year through parent consultation evenings and reports.

We endeavour to raise the profile of Religious Education in school by ensuring that we celebrate success and provide a wide range of opportunities for all of our children. RE is a subject that can be greatly enhanced in different ways. Teachers aim to provide some enrichment throughout the year through visits to places of worship or by inviting visitors into school.

### **Withdrawal**

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.

### **Review**

This policy will be reviewed in September 2022.

**Headteacher:** Richard Collings



**Science Lead:** Lindsey Houghton



**Chair of Governors:** Mike Nelson

