



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	RE policy
Date of Issue:	18/04/23
Date of Review:	Summer Term 2024
Author and Role:	Sofia Parveen, RE Curriculum Leader with reference to Lancashire Agreed Syllabus for Religious Education 2021.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes.
Details:	This Policy: Reflects the school values and philosophy in relation to the teaching and learning of RE, setting out a Framework within which teaching staff and support staff can operate; and gives guidance on planning, teaching and assessment.
Cross reference:	Assessment, Recording and Reporting policy Curriculum Policies Health and Safety Policy Online Safety Policy Single Equality Policy Teaching and Learning Policy PSHE/ RHE Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

RE Policy

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and staff. It was approved by Governors on 18/04/23 and will be reviewed in the Summer Term 2024.

The Legal Position of Religious Education

At Royal Cross 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.

Introduction

Religious Education is a key subject in the primary school. It not only teaches children about the beliefs and lives of people from different religious cultures, but also encourages them to develop tolerant and sensitive views from people from all walks of life. Religious Education allows children the opportunity to explore their own beliefs and values and to build important links with other faiths. It enables them to grow in self-confidence and self-expression and to discover ways of relating to others with respect. It helps children to build on their social and emotional literacy.

Royal Cross Primary School recognises the importance of R.E. not just as an academic subject, but also as a means

- To encourage positive relationships between children of different cultures.

- To foster tolerance and mutual respect for other faiths.
- To prepare children for adult life in an increasingly diverse country.
- To search, as individuals, for meaning in their own lives.

Aims of Religious Education

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:

1. 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.
2. 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.
3. 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)

The National Curriculum states the legal requirement that:

Every state-funded school must 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 opportunities, responsibilities and experiences for later life.

... all state schools... must teach religious education to pupils at every Key Stage.

(*'The National Curriculum in England: Framework document'* December 2014 cited in Lancashire Agreed Syllabus for Religious Education 2021)

As a school we will:

- Provide a safe environment for children to ask questions relating to the meaning of life. Allow children to express themselves and their own beliefs.
- Allow children to learn how to sensitively respond to beliefs and values which differ from their own.
- Celebrate diversity and allow children to learn about other cultures.
- Develop children's speaking, listening, social, and emotional skills.
- Foster good relationships between children from different cultural backgrounds.
- Deepen children's knowledge of some major world religions and worldviews.
- Help children to develop their own morals, beliefs and ideals.
- Aim to combat stereotypes and misconceptions, and to build respect and understanding.
- Provide rich and varied contexts for children to learn in.
- Encourage enjoyment and commitment to learning.
- Encourage creative and critical thinking in all children.
- Develop pupils' ability to relate to others and work for the common good.

Religious Education in relation to the National Curriculum

5% of curriculum time is allocated to discrete Religious Education teaching. This equates to roughly one hour a week. Religious Education at Royal Cross Primary School is based on the Lancashire Agreed Syllabus for RE (2021) which is designed around key questions.

- EYFS: Why are some things special?
- Year 1: What do people say about God?
- Year 2: How do we respond to the things that really matter?

- Year 3: Who should we follow?
- Year 4: How should we live our lives?
- Year 5: Where can we find guidance about how to live our lives?
- Year 6: Is life like a journey?

Religious Education at Royal Cross School

The RE programme has been developed in the light of

- Christianity being required for 50% of the time. Christianity will be taught within three strands: God, Jesus and Church.
- Christianity, Islam and Hindu Dharma will be taught progressively across all year groups from ages 5-11.
- The nature of the population of the school
- The nature of the school community (Preston)
- The nature of the religious profile of Lancashire.
- The need for our pupils to be aware of their role as global citizens.

Religious Education is presently taught at Royal Cross alongside Curriculum Topics. The school embraces a Creative Curriculum based upon whole staff discussions and taking into account the linguistic and developmental needs of the children. The curriculum is covered in lessons and enhanced by assemblies for collective worship. RE is sometimes taught weekly for 30 minutes to 1 hour weekly lessons or it can be taught as a block of lessons throughout the school. In addition to this, three faith celebrations (1 day or half day celebrations) are embedded throughout the year to celebrate key religious events that are reflective of our school population and reinforce the Fundamental British Values of tolerance and mutual respect.

Our pupils have communication difficulties arising from deafness or speech and language impairments. We are aware of the need to use appropriate communication strategies and differentiated materials in order to access information and introduce concepts at relevant linguistic levels. This influences the way in which the Religious Education Scheme of work has been developed at Royal Cross.

At Royal Cross primary School, we use the Lancashire Field of Enquiry medium term planning model that is central to the delivery of this syllabus. This model enables teachers to fulfil the aims of the syllabus and also support pupils' personal search for meaning as they explore what it is to be human.

Focus questions which relate to the year group's key question provide the starting points for specific lessons. The questions relate to the four fields of enquiry set out in the Lancashire Agreed Syllabus (2021):

- Shared human experience

- Living religious traditions
- Beliefs and values
- The search for personal meaning

Children are encouraged to investigate the answers to these questions through exploring religious texts and artefacts, common experiences, visits from local religious leaders and trips to local sacred places. The aim of this format is to allow children to begin to relate the beliefs, values and traditions of different religions to their own experience and lives.

Principles of Teaching & Learning

Teaching should aim to be engaging, relevant and challenging. Learning should be enjoyable for the children and should take place throughout RE lessons in a variety of contexts.

Some key principles:

- Teachers should communicate high expectations, enthusiasm and passion about RE to pupils.
- Teachers should ensure that pupils have a clear grasp of the purpose and direction of their learning and how it is extending their subject understanding.
- Teaching should benefit from teachers' strong subject expertise both in terms of specialist knowledge and an understanding of effective learning in RE.
- Excellent use should be made of a very wide range of engaging and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning. This secures pupils' outstanding progress across all aspects of RE.
- Questioning and activities should challenge pupils to explore beyond the surface and engage with the deeper meaning and significance of religion and belief.
- Teachers should encourage pupils to ask their own questions about issues arising from their study, becoming critical enquirers into the world of religion and belief.
- Teachers should consistently plan and deliver RE very effectively to enable pupils to forge strong links between their study of religion and belief and their personal reflections on issues of meaning and purpose.
- Teaching should develop pupils' skills of enquiry and reasoned argument effectively.
- Assessment and marking should engage pupils in dialogue about their progress with the result that pupils know how to extend their understanding and skills. Planning is skilfully adjusted to meet the pupils' diverse needs.

(Taken from the 2013 OFSTED subject-specific guidance for RE)

Our objectives in the teaching of RE are:

- To promote community cohesion by promoting mutual respect and tolerance within a diverse society.
- To study the festivals and ceremonies, traditions and rituals that mark the stages of life.
- To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion.

- To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary.
- To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment.
- To study the beliefs, instructions and organisations of particular faiths.
- To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that caring should come before personal interests.
- To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth.
- To help children with experiences of encountering change such as death, suffering, inequality and conflict.
- To examine ideas of right and wrong and to discover the importance of silence and reflection.
- To distinguish between religious and other forms of understanding, for example, scientific, historical.
- To reflect on their own experiences and to develop a sense of religious understanding.
- To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.

Relationship to other subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

Examples of cross-curricular learning within RE could include:

- Fundamental British Values – democracy, the rule of law, individual liberty, mutual respect and tolerance of these with different faiths
- Computing – researching on the internet, recording work, taking photographs and videos
- Art – observational drawings of artefacts, religious symbols and art work
- PSHE & Citizenship – developing children's sense of self and belonging
- Geography – learning about the origins of religions
- English – presentation of work through recording, speaking/sign & attending/listening skills
- History – how religion has developed through the passing of time

Teaching and Learning Style

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking.

We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, some children not completing all tasks.
- Sometimes grouping children by ability in the room (depending on the task).
- Setting different tasks for each ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.

Language and Communication

Pupils develop language skills through:

- Modified style and pace of curriculum delivery in appropriate communication modes
- Talking about their work and presenting their own ideas in pictures and writing
- Studying stories, role play and themes
- Visits within the community
- Visitors from the community
- Finding information from sources such as books and the internet

RE can be taught through:

- Role play and drama
- Story telling
- Discussion and debate
- Topic work
- Reflection
- Use of visitors
- Use of local community
- Tapes, films and videos.
- Handling artefacts and visual stimuli
- Visits and visitors

In Royal Cross we believe that practical experiences are a valuable tool and are essential for our pupils each with their specific learning needs. We try to develop a wide range and variety of experiences such as visiting places of worship, receiving visitors, handling religious

artefacts, self-expression and role play. It is acknowledged that specific learning objectives may take longer to achieve, and productive repetition of some ideas will be vital for reinforcing each concept. Depending on the level of need the pupils may not achieve all the objectives within the prescribed key stage. Teachers are encouraged to adapt ideas and strategies from a range of schemes of work in order to allow access to religious education to every child.

It is our belief that recognition and appreciation of achievement of any objective, from any key stage, irrespective of the chronological age of the pupil is very important for self-esteem. At Royal Cross we celebrate the school's cultural and spiritual diversity in an atmosphere of mutual respect and tolerance for individual beliefs.

Religious Education and Inclusion

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles and Specific Special Educational Needs.

Assessment for Learning

Children demonstrate their ability in religious education in a variety of different ways. Younger children in EYFS and Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.

Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Subject leader collects samples of pupils' work, annotated against B Squared and used to generate whole staff moderation discussions. These are transferred to a developing portfolio of work.

Resources

There are sufficient resources for all religious education teaching units in the school and are able to be ordered from Lancashire's Library Service. The library in school also contains a good selection of religious books.

Visitors and visits to places of worship

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

Guidance on visits and visitors can be found in the school's visitor policy.

The RE subject leader supports class teachers to organise these educational visits.

Monitoring and Review

The quality of teaching and learning in religious education is monitored and evaluated by the Subject leader as part of the school's agreed cycle of monitoring and evaluating.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

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.

Health and Safety

Royal Cross School for Deaf Children follows LA advice. This is outlined in the school's Health and Safety document. School staff are responsible for checking that there are no obvious breaches in Health and Safety.