

<u>Contents</u>	<u>Page</u>
1. Statement of intent	2
2. Legislation	2
3. Concepts	2
4. Early Years	2
5. Keys Stages 1 and 2	3
6. Teaching Strategies	3
7. Assessment	5
8. The Right to withdraw	5
9. Roles and Responsibilities	6
10. Dissemination	6
11. Monitoring and review	6

1. Statement of intent

At Lynnfield Primary School we recognise and value the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none. We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development. At Lynnfield we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

2. Legislation

This policy is compliant with

- The current Hartlepool Agreed Syllabus for Religious Education
- The Education Acts of 1996.

3. Concepts

At Lynnfield Primary School we have identified the key religious educational concepts and subject knowledge. Our aim is to ensure that learning is 'sticky' – that it builds coherently from EY to Y6 through an Enquiry Process that ensures interconnectedness.

Our key concepts are:

1. Belief
2. Authority
3. Expressions of belief
4. Impact of belief
5. Knowledge and Understanding
6. Critical Thinking
7. Personal reflection

Our Enquiry Process is adapted from the 'Hartlepool Agreed Syllabus'

4. Early Years

In the EYFS, Religious Education becomes compulsory when children enter Reception and are placed on the school roll. Children in Reception must follow planning which meets Agreed Syllabus requirements. Sufficient time must be given to ensure that children receive their entitlement to RE.

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts and use their senses in exploring religions and beliefs, practices and forms of expression. They begin to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

The Agreed Syllabus uses the following themes to explore religion:

- Special: special times, people, places, objects, books (this includes stories)
- Belonging: how belonging and identity are expressed.

5. Key stages 1 and 2

Within Key Stage 1, children will be introduced to some of the beliefs and features of religions. In relation to their learning about these religious beliefs and practices, pupils should be given the opportunity to raise questions and express their views simply.

Pupils should also be given opportunities to reflect on their own ideas and feelings in relation to their learning. Pupils can take part in enquiries, finding out about religious and non-religious beliefs and practices by encountering a variety of sources.

In **KS1**, pupils must be taught about:

- **Christianity** - introduction to beliefs and practices and their impact.
- **Hinduism** – introduction to some beliefs and practices and their impact.
- **Religious diversity** - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).

In **KS2**, children should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Key Stage 2 pupils build on their learning from Key Stage 1 as they develop a capacity to extend and deepen their factual knowledge of religious beliefs and practices and begin to recognise local, national and global contexts. They will extend their range of specific subject vocabulary.

In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions, identifying relevant information and using examples to back up their ideas. They develop the capacity to listen to differing points of view and see the world through the eyes of others.

Pupils should be given opportunities to reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious material studied.

Pupils develop the ability to investigate and enquire independently, using a variety of sources.

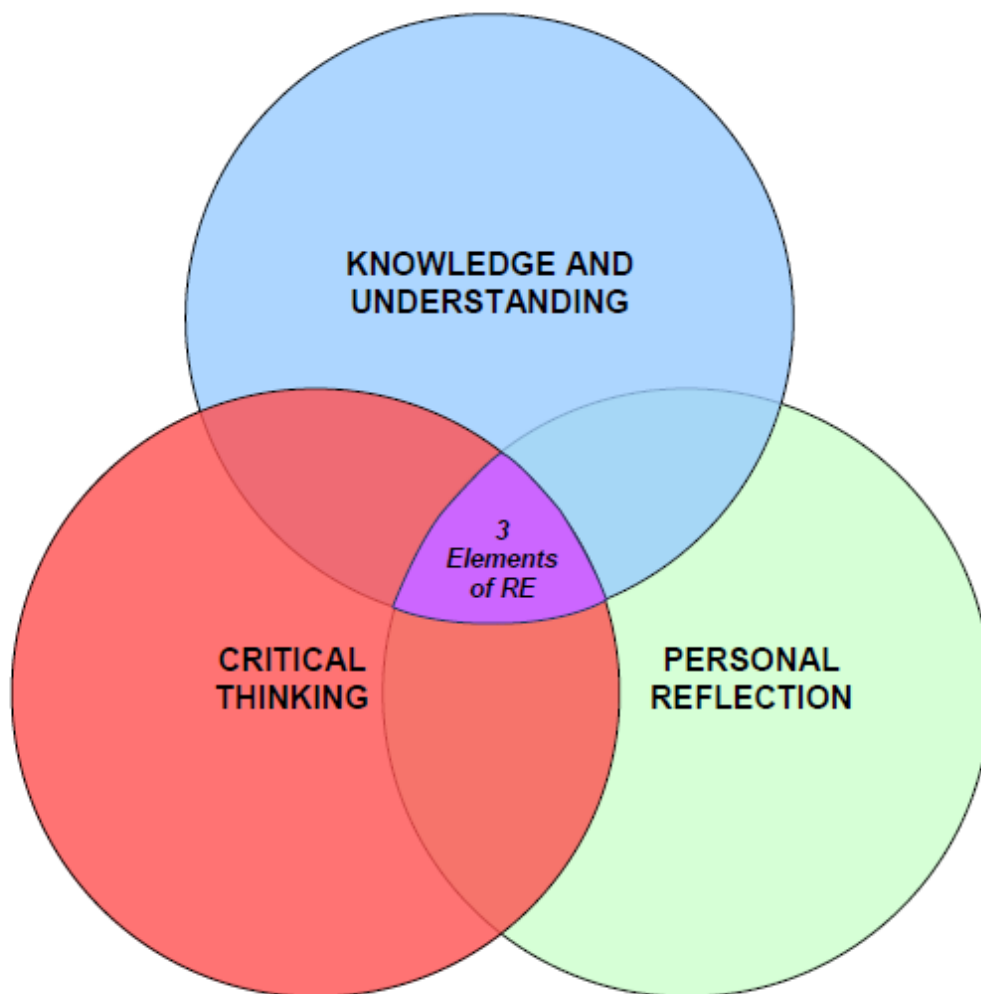
Pupils must be taught about:

- **Christianity** – beliefs and practices across the denominations and the impact of these for individuals and communities
- **Islam** – some beliefs and practices and the impact of these for individuals and communities
- **Sikhism** – some beliefs and practices and the impact of these for individuals and communities
- **Religious diversity** - the diverse religious and non-religious landscape across the region
- Similarities and differences within and between religious and non-religious worldviews through at least one **thematic study** e.g. about ritual, the environment, care for others

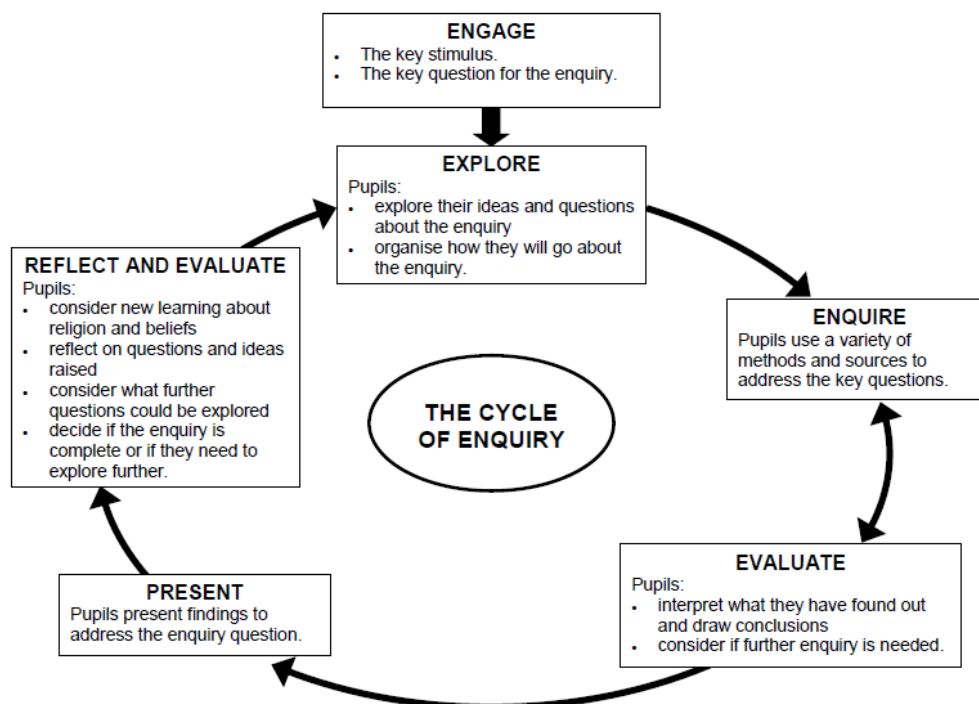
6. Teaching Strategies

To ensure the teaching of Religious Education is of high quality, a variety of teaching strategies will be employed to ensure that all learners, regardless of their starting points, have the maximum opportunity to make good progress and how to express their own opinion regarding religious and non-religious worldviews.

Children will build religious literacy through the three elements of RE: Knowledge and Understanding, Critical thinking and Personal Reflection. These elements are interlinked and enable pupils to make good progress in RE.



Our curriculum at Lynnfield introduces pupils to a range of different approaches towards the study of religious and non-religious worldviews. Below are the main approaches/enquiries for use in this Agreed Syllabus. Each type of enquiry is distinctive but relates to the other enquiry areas. All areas of enquiry can be addressed through questions which enable pupils to explore, investigate, evaluate and reflect. Our scheme of work is balanced as it includes enquiries into all these key areas of study.



7. Assessment

Assessment in RE is based on knowledge and understanding and/or critical thinking. The benchmark expectations, taken from the Agreed syllabus, as well as end points from each knowledge organiser are used to assess the progress children are making. The knowledge organisers and the key questions are under constant review to ensure they are the most effective questions to assess the children's progress.

Formative assessment in lessons should be used to inform bespoke, immediate feedback to ensure children are successful. Verbal feedback does not need to be recorded in individual books and time should be spent ensuring subsequent lessons meet the needs of the children. Personal reflection should not be assessed within RE.

8. The Right to withdraw

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject.

- Parents have the right to withdraw their child from part of RE, and can do so without giving any explanation. However, teachers are asked to refer to the Head of School or Executive Headteacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the Head of School or Executive Headteacher and a record will be kept of them. Guidance on withdrawal can be found [here](#).
- Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the Executive Headteacher and the Chair of Governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

9. Roles and Responsibilities

- **Governors**
As part of their general responsibilities for the management of the school, the governors play a key role in the development of the curriculum. They will continue to do so through regular evaluation as set out in the Governors Visits and Curriculum Monitoring Policy.
- **Executive Headteacher**
The EHT takes overall responsibility for this policy and its implementation, and for liaison with the governing body, parents/carers and the LA, also appropriate agencies.
- **Head of School (Curriculum Lead)**
The HoS takes responsibility for the design and structure of this policy, its implementation and monitoring to ensure that the programs of study are fulfilled
- **The school's Religious Education Lead**
The coordinator along with the Head of School with responsibility for curriculum has general responsibility for supporting members of staff in the implementation of this policy.
- **Staff**
All teaching staff should familiarise themselves with this policy

10. Dissemination

This policy will be made available to all members of the governing body and all teaching/support staff. Parents/carers can access this document, a copy of which will be available on line and from the school office.

11. Monitoring and review

This policy will be reviewed every two years by the Executive Headteacher, Head of School, RE lead and the Governing Body

Review Date: September 2024

Reviewed by: S. Sharpe

Next Review Date: September 2026