

**Religious Education Policy**  
**Stanah Primary School**



*'I believe that the only true religion consists of having a  
good heart'*

*Dalai Lama*

## 1. Intent

At Stanah, we believe that Religious Education provides opportunities for children to reflect and analyse, to discuss and debate, to explore and discover, and to learn more about the world in which they live. Our aim is to prepare pupils for a diverse life in modern Britain and the wider world.

By building on from Early Years work about understanding the world, we aim to support children to develop their knowledge of different religions and understanding of different worldviews. We support them to develop the skills they need to question, debate, compare and critically assess different answers to 'big' human questions.

At Stanah Primary School, RE is active, creative and fun. Our lessons provide an opportunity for children to explore and test out different ideas about the world that we are living in. We believe that these opportunities should be clearly rooted in understanding about different religions. This understanding then underpins the children's confidence to question ideas and make links to their own experiences and opinions. These opportunities and experiences provide children in our school with the understanding of why RE is relevant to their lives now and how it will continue to be relevant in the future.

Children are taught about a range of religions and learn to respect and ask questions about different religions, traditions and cultures around the world. Across the school year we aim to make R.E relevant by studying and celebrating real events, from holding an interfaith assembly, a Vaisakhi day with key worker children, learning about various aspects of the Sikh culture such as bhangra music and dance.

Children learn best from real experiences in order to capture their imaginations and encourage curiosity. We try to enhance our curriculum in many ways to ensure this is how children learn and respect different religions. The whole school ethos is to encourage children enquire and ask questions in order to impact on their spiritual, moral, social and cultural development. During religious education lessons, children are challenged to push themselves to think outside of their comfort zones and explore their skills, beliefs and ideas; asking questions at all times whilst experiencing practical lessons.

We trust that the skills we equip children with at this age will enable them to go into the world as curious, independent thinkers who are able to appraise and consider any views they are exposed to.

## **2      Implementation**

### Subject Organisation:

At Stanah Primary School, RE is taught to children in Key Stage1 and 2 for one hour every week. EYFS have 20 minutes a week of RE. The primary PPA teachers plan and deliver the RE lessons.

The curriculum is based on the new Programme of Study for Religious Education (2016). Units of work are delivered by the primary PPA teacher.

The children are taught about:

- Beliefs and values
- Living Religious traditions
- Human experiences
- Personal meanings

### Teaching and Learning Styles:

We use a variety of teaching and learning styles in our RE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities.

We recognise the fact that there are children of widely different abilities in all classes and we 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children choosing a harder challenge of their own choice, whilst others choosing an easier task.
- Children tend to be grouped within mixed ability within geography, so that the children can support, question and learn from each other
- providing resources of different complexity according to the ability of the child;

We also use a variety of AFL opportunities, such as RAG Cups to enable children to show their individual understanding of key concepts and ideas. We use the KAGAN Strategies to encourage group learning and positively encourage the children to question each other and the teachers. The children are also encouraged to teach each other concepts which they understand themselves. The children also have opportunities to self and peer mark their work.

### Special educational needs

At our school we teach RE to all children, whatever their ability. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the Assess Plan Do Review records that apply to children

being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's needs.

### **3. Impact**

#### Assessment:

Opportunities to monitor the children's progress in RE is built into our programme of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are formed on observations of children working on different oral, written and reading activities.

#### Attainment and End of Year Expectations

Attainment is teacher assessed and based on the RE expected standards set by Lancashire county council. A progress score of 1, 2 or 3 is given at the end of the year accordingly:

- 1 Less than expected progress made
- 2 Expected progress made
- 3 Above and beyond expected progress made

#### Inclusion:

All pupils, regardless of race or gender, shall have the opportunity to take part in RE learning experiences. Stanah Primary will promote equal opportunities and fair distribution of resources. Children of different faiths are given the opportunity to share their experiences.

#### Monitoring and reviewing:

Monitoring is carried out by the subject leader for RE in the following ways:

- Informal discussion with staff and pupils.
- Looking at children's work in each classes 'Big Books for RE'.
- Classroom observation.