



Halebanks Church of England Primary School

RE Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

Our curriculum...

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global
- prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

Halebanks learners are...

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Curriculum Implementation

Lancashire Agreed Syllabus:

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. They 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) A study of Religious Education enables pupils to take their place within a diverse multi-religious and multi- secular 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. 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 learn 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. Religious education does not seek to urge religious beliefs on pupils by promoting one religion over another. Instead 'it affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.' (Ofsted Research Review Series: Religious Education, May 2021)

The Lancashire Agreed Syllabus for RE makes a clear and intended connection between RE and pupils' spiritual, moral, social, and cultural development. This enables schools to fulfil their statutory duty in promoting fundamental British values. These are defined as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs.

The Lancashire Field of Enquiry is a medium-term planning model that is central to the delivery of this syllabus. Use of this model will enable teachers to fulfil the aims of the syllabus and support pupils' personal search for meaning as they explore what it is to be human. Through this model we ensure that the teaching of religious education is embedded within the disciplines of theology, philosophy, ethics, and social science. A given key question provides the central line of enquiry across each year group and then focus questions provide a point of exploration within each religion. Each unit of work should be structured to include the following four elements: • Shared human experience - the nature of being human. • Living religious tradition - principal religious traditions encountered in the world. • Beliefs and values – the theology that lies at the heart of these traditions. • The search for personal meaning – a lifelong quest for understanding. If all four elements of the Field of Enquiry are in place, then this syllabus will be secure.

Roles and responsibilities

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements

- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Governing Board is advised on curriculum matters in order to make informed decisions
- proper provision is in place for pupils with different abilities and needs, including children with SEND

Staff

Staff will ensure that the curriculum is implemented in accordance with this policy. The subject leader has a responsibility to monitor the subject while class teachers are responsible for following the Lancashire Agreed Syllabus and delivering lessons. Teaching assistants are responsible for supporting the delivery of these lessons.

Organisation and planning

RE is organised into a 2-year cycle due to mixed age classes and is planned and taught in accordance with the Lancashire Agreed Syllabus. RE is taught weekly in discrete blocks. Further opportunities arise through whole school Collective Worship. Each Spring as part of Oak Class's (Year 5&6) RE lessons, they work collaboratively with members of St Mary's Church to deliver a whole school Eucharist service.

Throughout the key stages pupils have opportunities to develop a range of skills as well as positive attitudes to their own and others' beliefs, ideas, experiences, and values. Pupils study Christianity at each of the Key stages as well as other faiths:

Reception Hinduism, Islam, Judaism

Years 1&2 Islam, Hinduism and Judaism

Year 3 & 4 Islam Hinduism and Sikhism

Year 5 & 6 Islam, Hinduism, Judaism and Buddhism

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, book sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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