



Banks St. Stephen's Religious Education Policy

Overview

Religious Education at Banks St. Stephen's 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

At Banks St. Stephen's, the curriculum for Religious Education aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Be supported in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of *shared human experience* and significance of religion in the contemporary world.

Implementation

1. We teach lessons that are well planned, clearly structured and support the development of key knowledge and skills.
2. Lessons are sequenced and connect chunks of learning over time.
3. Teachers are supplied with accurate information, clear key vocabulary and support from the subject leader to enable a good and confident subject knowledge.
4. We will begin the teaching of religious education in EYFS as the children begin developing their knowledge, skills and understanding of the world by finding out about festivals and worship.
5. As the children move into Key Stage 1 and beyond, they will build on their earlier work and continue their journey through the agreed Lancashire Syllabus with support from materials from the Liverpool Diocese.
6. As they become older, the children will learn about Christianity for 50% of the R.E syllabus and other faiths for the remaining 50%. These are taught throughout each half term and Islam and Hinduism are taught progressively throughout the key stages.
7. Judaism and Buddhism are taught as standalone units in the year groups. (Non progressive)
8. Strong links will be made with the teaching of English. Stories, plays and poems from the bible and other religious and moral sources will be shared with the children.
9. Religious Education will become a stimulus and a springboard for the development of vocabulary, oracy, writing and the development of thinking and reasoning skills.
10. Art and drama will be closely linked to Religious Education as children use these subjects to communicate what they have learnt.
11. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment and community to engage children's interests.
12. Through their understanding of the different faiths and beliefs, children will be encouraged to develop their feelings and empathy and understanding for others.
13. Through their understanding of Religious Education, learners will be helped to develop an understanding of the British society in which they live.
14. Children will learn about the influence of religion, faith and belief on democracy, our government, citizenship and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.
15. We will endeavour to use allocated financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of religious education.

Impact

Religious Education will be taught and learnt in an interesting, exciting, engaging and meaningful manner. It will have a strong presence in the ethos of the school through displays, performances, music and assemblies. Families of the Faith and wider community will be encouraged to support the teaching and learning of Religious Education. Banks St. Stephen's school will further strengthen its links with the Church and be regarded as a school at the religious heart of its community. The Religious Education curriculum will make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

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.

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.

RE Link Governor:

Named RE subject leader:

Headteacher:

Clerk to Governors:

Date:

Date for review: