

# Lanesfield Primary School



## Religious Education Policy

Review Date: September 2025

Name of school	Lanesfield Primary School
Date of policy	March 2024
Member of staff responsible	Miss Kaur
Link governor	
Review date	September 2025

## Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’.

Religious Education is taught in our school because it makes:

“A major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Lanesfield School we develop the children’s knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

Children from all backgrounds are welcomed into Lanesfield. At Lanesfield Religious Education aims to be a focus for racial harmony within the school and its community. We recognise the diversity of gifts each child brings to school so that we can create an atmosphere of openness, honesty, courtesy and sensitivity to the needs of children regardless of race and colour.

### **The aims of religious education are to help children:**

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain and that of the surrounding area of Lanesfield;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples’ views and to celebrate the diversity in society.
- all children to enjoy and achieve their full potential in an environment that enables them to do so.
- Lanesfield Primary is a state school. We deliver RE in line with the Locally Agreed Syllabus for Wolverhampton. We use the Discovery RE programme as our scheme of work.

**This RE policy is informed by current national guidance:**

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

**The aims of our RE, using the The Wolverhampton Syllabus and Discovery RE Scheme of Work**

By following The Wolverhampton Syllabus and Discovery RE at Lanesfield Primary School, we intend that Religious Education will:

Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Develop a sense of awe, wonder and mystery.

Nurture children's own spiritual development.

## Wolverhampton Syllabus:

### EYFS

To develop an awareness and respect for other cultures
Celebrating Festivals

### Year 1

What can we learn from stories about prayer from Jesus
Questions that puzzle us
How can we find out about Christianity in Wolverhampton
Beginning to learn Sikhism

### Year 2

Beginning to learn from Muslims
Special stories for Christians and Muslims
Holy places. Muslims, Christians, Sikhs and Hindus.
Bible stories about Moses

### Years 3 and 4

What do people believe about God and Christianity
Exploring key leaders Sikhs and Hindus
What is it like to be a Hindu
What do we celebrate? Muslims, Christians and Sikhs
What is it like to be Jewish
Why does the Prophet matter to Muslims
Why do some people think Jesus is inspirational
Keeping 5 Pillars

### Years 5 and 6

When, How and Why do Christians pray?
Hindu, Muslim and Jewish prayer
What can we learn from religions about temptation
What will make our community respectful
Can Christian Aid and Islamic Relief change the world
What matters most to Christians and Humanists

There is also a unit for years 3,4,5,6 on - What can we learn from visiting places of worship.

## Discovery RE Content:

### Foundation Stage

Discovery Enquiry	Religions studied
What makes people special?	Christianity
What is Christmas?	Islam/Judaism
How do people celebrate?	Christianity
What is Easter?	Christianity
What can we learn from stories?	Buddhism, Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism

### Year 1

Discovery Enquiry	Religions studied
Does God want Christians to look after the world?	Christianity
What gift would I have given Jesus if he had been born in my town, not in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Does celebrating Chanukah make Jewish children feel close to God?	Judaism

### Year 2

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why did God give Jesus to the world?	Christianity
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism Islam
Is it true Jesus came back to life again?	Christianity
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam
What is the best way for a Jew to show commitment to God? OR Does completing a Hajj make a person a better Muslim?	Judaism Islam

### Year 3

Discovery Enquiry	Religions studied
Does celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism  Sikhism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is good about Good Friday?	Christianity
How can Brahman be everywhere and in everything? OR Do Sikhs think it is important to share?	Sikhism  Hinduism
Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God?	Hinduism  Sikhism

### Year 4

Discovery Enquiry	Religions studied
How special a relationship is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Is forgiveness always possible?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Do people need to go to church to show they are Christians?	Christianity

### Year 5

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism  Hinduism
Is the Christmas story true?	Christianity
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism  Hinduism
Did God intend Jesus to be crucified?	Christianity
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead better lives?	Sikhism  + Hinduism +
What is the best way for a Christian to show commitment to God?	Christianity

## Year 6

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

### How is RE organised in this school?

Both schemes bring together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for all children to be able to access the curriculum. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

RE is taught on a weekly basis within our school. It is taught primarily as a discreet subject however, links to topic areas may be made wherever appropriate. RE will be taught by the class teacher or another teaching professional who may be covering the class during that session.

Both schemes will be followed.

### Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark pieces of work on their knowledge organisers using pink/green highlighters and assess with a feedback comment.

### Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers during Parents Evening and end of year reports.

### **Monitoring and evaluation**

The school hold a weekly assembly following votes for schools.. There is also a R.E subject assembly each half term as part of merit assemblies. This is where work of a high standard is presented and shared with the whole school.

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. In order to complete this, termly planning and book trawls will be completed and records kept. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the head teacher with reports which evaluate the strengths and weaknesses in the subject and indicates areas for further improvement in an audit report.

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

### **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.



### **Teaching Sensitive and Controversial Issues Involving parents and carers**

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression. For example:

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays

### **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

### **Links to other policies and curriculum areas**

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship where appropriate
- British values
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- SMSC Policy

**Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

**Policy Review**

This policy is reviewed annually.

Signed: Rumun Kaur

Date: 8/3/24

Date to be reviewed: 1/9/25