

Larkrise Primary School



Religious Education Policy

Statement of Intent

At Larkrise Primary School, we help all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and our society and continues to do so. We will use the SAT RE scheme, which follows the agreed Essex SACRE 2022 Syllabus. This allows learners to explore religious education through three lenses; theology, philosophy and human and social science. Our aim is to instil curiosity for and tolerance towards world religions and to help children understand about faiths, beliefs and how religion has influenced the development of society and the community in which we live. Through the Scheme of Work, we aim to make links between the beliefs and practices of people from world faiths with aspects of the children's own lives, whether religious or otherwise.

Our RE scheme runs from EYFS to year 6 and will provide learners with a solid foundation for further RE learning at secondary school. Below you will find an overview of learning, a description of the different lenses and an example of the teaching sequence followed in each lesson.

The Three Lenses

RE - Learning Through a Lens



Theology Lens - Thinking through Believing

- Ask questions that believers would ask
- Think like theologians
- Explore questions and answers that arise from inside religions and worldviews



Philosophy Lens – Thinking through Thinking

- Ask questions that thinkers would ask
- Think like philosophers
- Explore questions and answers raised through considering the nature of knowledge, existence and morality



Human & Social Science Lens – Thinking through Living

- Ask questions that people who study reality would ask
- Think like human and social scientists
- Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives

The Aims and Objectives of Religious Education

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical, and human/social science lenses.
- To express ideas and insights about the nature, significance, and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

How will RE be taught?

As a school we use the Saffron Academy Trust Scheme of Work, this follows the SACRE Essex Agreed Syllabus.

This can be found at:

https://schools.essex.gov.uk/other/Essex_SACRE/Documents/Essex%20Agreed%20Syllabus%20September%202023.pdf

By following this scheme, it ensures balanced coverage of the RE curriculum, across the school from EYFS to Year 6. Teachers will use a range of teaching methods and children will be provided with a variety of experiences and activities. These will include the use of story, discussion, role-play, video, artefacts, visits to places of worship and visitors from various faith communities.

RE in the Early Years Foundation Phase

All children in the school, including children in the EYFS class will be taught RE.

Learning in RE at EYFS is about knowing who you are, where you belong and the things that are important in your life. It is also about recognising what things are important to others and developing respect for others, their culture and religion. Children in EYFS will learn about a variety of celebrations around the world. There are also three units of work that the children will be taught which builds the foundations for RE learning as they go through the school.

Equal Opportunities

- The content of RE in the school will be appropriate for all children. They will all have the opportunity to reach their full potential in RE irrespective of their age, ethnicity, language, religion or belief, disability or sexual orientation.
- Teaching will encourage sensitivity towards and respect for different views and beliefs.
- Work is differentiated by both task and outcome at a level appropriate to the child's age and ability.

Assessment, Impact, Recording and Reporting

- Assessment will be ongoing and is part of effective planning.
- Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews.
- Recording of learning, may be done in many different ways, from writing, posters, class discussions, photos and artwork.
- The reporting of attainment in RE should be done yearly in the child's school report.

Monitoring and Evaluating

- The R.E. subject co-ordinator will monitor learning, teaching and impact of R.E. throughout the year, through lesson observations, discussions with teachers, book looks and by talking to pupils.
- A named member of the school's governing body is briefed to oversee the teaching of RE. This governor meets with the coordinator to review progress.

Links with the Local and Wider Community

- The school will take advantage of its links with various faith leaders and the local Church.
- Children will be given the opportunity to visit local places of worship, including the local Church.

Withdrawals

A parent of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Policy Date: November 2023

Next Policy Review Date: November 2025