**Stubbins Primary School**

**Policy for Religious Education**

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

**NURTURE-GROW-FLOURISH**

This policy supports our responsibility to make this happen.

**Intent**

At Stubbins Primary School we believe that teaching and learning in RE is crucial for a child’s development. Our intent for the RE curriculum is to provide our students with a safe and supportive environment where they can develop the knowledge, skills, and attitudes necessary to understand and empathise with people who may have different beliefs from themselves and how respecting and being sensitive to the views of others with enable them to be valuable citizens.

Our RE curriculum aims to:

* Enable children to listen to each other, be understanding and show empathy towards others and their ideas
* Help children to recognise that they have the right to have their own beliefs
* Help children to be able to confidently express their own beliefs and what is important to them personally
* Enable children to develop tolerance and respect towards everyone by understanding the differences and similarities between individuals in our society
* Teach children to appreciate that different main religions have commonalities and share some characteristics
* Help children to consider the impact that beliefs will have on actions, thoughts and lives

**Implementation**

At Stubbins, we use the Lancashire Syllabus Field of Enquiry which has its foundations in a balance between three areas of discipline: Theology (believing), Human/Social Sciences (living) and Philosophy (thinking).This is a means of structuring the curriculum to help pupils to become ‘religiously literate’; being able to hold age appropriate, balanced and well-informed conversations about religion and belief. The Lancashire ‘Field of Enquiry’ ensures that the Religious Education curriculum incorporates a balance between these three disciplinary areas. This should ensure that pupils develop as ‘deep thinkers’ and ultimately become more religiously literate.

* We study Christianity, Islam, Judaism, Hindu Dharma, Sikhism and Buddhism and, by the end of Key Stage 2, children will have opportunities to encounter other non-religious world views such as Humanism.
* We discover what followers of these different religions believe, how they celebrate and conduct their everyday lives and we consider what matters to them and why.
* Children regularly revisit areas of study to ensure progression and to build upon previous knowledge and understanding.

**Impact**

* Religious Education contributes dramatically to children’s education because it challenges them to think about meaning and purpose in life, issues of right and wrong and what it means to be human.
* Lessons provide an opportunity to consider and articulate what they think and believe in a safe space where they know their ideas will be listened to with respect.
* It helps them to become supportive listeners who know that everyone has the right to their own opinion.
* Our children will gain a better understanding of their own thoughts and feelings and will develop a greater respect and empathy of their peers.
* They learn the important lesson that people often do not agree about lots of issues and that we can disagree respectfully and with tolerance.

**Assessment**

Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our RE curriculum is monitored through formative assessment.

Formative assessment

Assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Marking

Children receive regular feedback and Stubbins marking follows the school’s marking and feedback policy.

**Inclusion**

Teachers set high expectations for all pupils in RE. 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 special educational needs (SEN)
* Pupils with English as an additional language (EAL)
* Pupils with various religious backgrounds

Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study PSHE, 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 skills and support will be planned where needed for children to be able to take part in PSHE.

**Cross Curricular links**

(Here is an example using history, delete and adapt as required for your subject)

History shares links with the following subjects:

* English: read a range of religious stories and learn from them
* ICT: use of the internet for research and IPads to complete activities

**Links to other policies**

This subject policy links to the following policies and procedures:

* Curriculum policy
* Assessment policy
* Marking policy
* SEND policy

|  |  |
| --- | --- |
|  |  |
| Signed: C.Salmon | Signed: |
|  |  |
| Subject Leader’s name: Caroline Salmon | Governor link name: |
|  |  |
| Date: May 2023 | Proposed Review date:  |