

Lanchester E.P. (Cont.) Primary School

A Caring Community
Where All Can Flourish!



Religious Education
Policy

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019)

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It will be reviewed annually by the RE subject leader.

Introduction

At Lanchester EP Primary school, pupils and their families can expect a high quality Religious Education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the Durham Agreed Syllabus 2020.

As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource and RE Today, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Context

- The context of RE at Lanchester EP Primary is that of a large rural primary school, serving children in the age range 2-11.
- We teach according to the Durham Agreed Syllabus.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The aims of RE at Lanchester EP Primary School

RE at Lanchester EP Primary School will be provided in line with the legal requirements. These are that:

- The basic curriculum will include provision for religious education for all pupils on the school roll.

- The content of RE shall reflect 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 RE which is provided shall be in accordance with the locally agreed syllabus for Durham.

The legal requirements can be found here: <https://www.natre.org.uk/about-re/legalrequirements>

Within the framework of the law and the Agreed Syllabus, the aims in RE at Lanchester EP Primary school are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.
- Enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. The weekly time allocated for teaching RE at Lanchester EP Primary School is:

EYFS	Planned within the EYFS Framework
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KS1	1 hour
KS2	1 hour 15 minutes

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Curriculum Balance and Time

Reflecting the school's trust deed, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- Is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- Is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- Reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
 *Religious Literacy: Helping children and young people hold balanced and wellinformed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)
- Enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- Provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- Supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- Encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs.
- Offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- Ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in according to the Durham Agreed Syllabus 2020. Our Christianity units are supported by the Understanding Christianity resource. Other teaching is supported by the RE Today resource.

EYFS	Themes emerging from the EYFS framework
KS1	Christianity, Buddhism and Islam
Lower KS2	Christianity, Judaism and Hinduism
Upper KS2	Christianity Judaism and Islam

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions.
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Visits and Visitors

We are able to visit places of worship in the immediate vicinity of the school and surrounding areas, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. Pupils have the opportunity to visit places of worship and participate in visits of a representative to their RE class. The RE subject leader supports class teachers to organise these educational visits.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment, Recording and Reporting

We report on pupils' progress and attainment in RE to parents, as required by law. The Durham Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity and RE Today units.
- Be directly related to the expectations of the Durham Agreed Syllabus 2020.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.

- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next year and then be fully reviewed by staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance about self-evaluation and review.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or

over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in Reception classes, but not those in Nursery classes or Play Groups.

Withdrawal

We note the Human Right of parents to withdraw their children from RE 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.

Policy Agreed: November 2025

To Be Reviewed: November 2026