



# Longshaw Junior School

Success for all - Nothing Less!



## Religious Education Policy

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# Revisions

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Revision 1:

## Context

### **RE: statutory requirements and curriculum information**

The national curriculum states the legal requirement that:

- *'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:*
- *promotes the spiritual, moral, cultural, mental and physical development of pupils; and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*
- *All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.*

#### **(National Curriculum in England: Framework Document, DfE, September 2013, p.4)**

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character, must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

In brief, legislation requires that:

*In maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;*

At Longshaw Community Junior School, we follow the Blackburn with Darwen Agreed Syllabus for RE. (Questful RE)

To work in-line with Equality Act, schools have a duty to demonstrate that they are fostering good relations and promoting good relations between people and groups of all kinds – for example – through aspects of the RE

curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures. **(Equality Act: Advice For Schools)**

The most recent Ofsted curriculum review into RE refers to 3 different types of subject-specific knowledge that pupils learn in RE. Each of these is powerful and should not be confused with 'mere facts'. The first is **'substantive' knowledge** about various religious and non-religious traditions. The second type is **'ways of knowing'**, where pupils learn 'how to know' about religion and non-religion. The third type is **'personal knowledge'**, where pupils build an awareness of their own presuppositions and values about what they study. The review suggests that improvement in RE at both primary and secondary level includes knowing more of these 'pillars of progression'. This prepares pupils to engage in a complex, multi-religious and multi-secular world.

## Our Mission Statement

At Longshaw Community Junior School, we strive to open doors by providing opportunities which will inspire all children to flourish and reach their full potential. Our school will create a safe, secure and happy environment where each child can learn to become a responsible member of their community.

We endeavour to encourage positive attitudes to learning and nurture friendship and respect in their relationships with others. We will celebrate successes and talents so that children develop enduring self confidence.

Success for all – Nothing Less!

## Statement of Intent

The intent for the RE curriculum is to prepare pupils for success in later life. The ambition for what pupils will learn in RE is high for all learners – especially the most disadvantaged and those pupils with SEND. The curriculum is precisely considered and planned to enable pupils to achieve and articulate ambitious end points.

Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these:

Who am I and what does it mean to be me?

In what ways do/can I relate to others?

How can I make a positive contribution to the world in which I live?

What values, attitudes, beliefs and behaviour are important to me?

What does it mean to have faith?

Who/what influences and inspires me?

Throughout the curriculum, pupils will **learn about religion** and **learn from religion**.

Through the high quality planning, resourcing and delivery of RE, pupils will develop in their **substantive knowledge**. This is knowledge about religious and non-religious traditions. It includes the ways in which people express their beliefs, the artefacts and rituals associated with them. In addition, they will learn about key concepts.

Pupils will also be taught 'ways of knowing'. This is the **disciplinary knowledge** of RE. Pupils are taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of information and suitable methods used for enquiry.

Finally, the pupils will develop in their **personal knowledge** – the growing knowledge of how pupils' own values and beliefs connect with religious and non-religious traditions.

The Blackburn with Darwen Agreed Syllabus for RE has a threefold aim for learners:

- 1) Know about and understand a range of religions and worldviews
- 2) Express ideas and insights about the nature, significance and impact of religions and worldviews
- 3) Gain and deploy the skills needed to engage seriously with religions and worldviews

Specialist vocabulary for topics is taught and built on progressively, and effective questioning to communicate ideas is encouraged. Concepts taught are reinforced through weekly assemblies and our co curriculum

## Implementation

Teachers create a positive attitude to RE learning within their classrooms and reinforce an expectation that all learners can achieve high standards.

Each half term or full term, learners will be taught through a theme/unit based around a key question approach. For example - What do different people believe about God? Within a theme, children will be taught the different beliefs, traditions and ways of life for key religions within our community as well as the wider world.

In accordance with the Blackburn with Darwen Agreed Syllabus, learners in EYFS will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. In Key Stage 1, learners will gain an understanding about the beliefs of Christians, Muslims or Jewish people. In Key Stage 2, learners will then deepen their knowledge and understanding about the beliefs of Christians, Muslims, Hindus and Jewish people.

## Time Allocation

National guidance for the teaching of Religious Education states the expectation is that there is a minimum allocation of 5% of curriculum time for R.E.

7-11 year olds (KS2)	45 hours per year (e.g. 1 hour a week or a series of RE days or weeks)
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## Impact

The impact of our RE curriculum is measured through the monitoring cycle in school alongside our assessment procedures. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils

Monitoring and assessment information is used to measure whether:

- Learners enjoy and are enthusiastic about Religious Education in our school.
- There is a clear progression of learners' work and teachers' expectations in our school.
- Learners' work shows a range of topics and evidence of the curriculum coverage for all RE topics.
- Learners are becoming increasingly curious in their questioning and thinking about religion and non-religions.
- Feedback from teachers has an impact on our pupils, often with next step questions to push learning on.
- All learners are making progress, including EAL and SEND learners.
- Learners are being asked to 'do more' with their knowledge as they move through school.

Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible Science curriculum for our learners.

## Recording of work

Throughout all year groups, we take a balanced approach to how learners demonstrate their understanding. Whilst it is important to record and promote cross-curricular writing skills, we recognise that this demand creates a barrier for some learners when trying to demonstrate their knowledge and understanding. As a result, we look to promote oracy throughout the curriculum. This may include learners verbally presenting work or creating class 'big books'. Adult scribing where appropriate can further support this approach. Also, we have developed the use of floor books in all classes.

## Assessment, Reporting and Tracking Progress

Assessment in RE is carried out against the writing of specific pupil outcomes within teacher planning documents to provide key assessment opportunities during each lesson. Due to the nature of teaching about religion, formative assessment is the most significant method which teachers use. Teachers make judgements about the learners' progress through target questioning and through discussions about learning. The Agreed Syllabus from Blackburn with Darwen outlines how teachers will assess:

*Learning outcomes are specific to the content being taught. This helps teachers know just what it is that you want pupils to be able to understand and do as a result of their learning.*

*These 'I can' statements will help teachers to integrate AfL within their teaching, so that there is no need to do a separate end of unit assessment.*

Staff make summative judgments on an annual basis, once the complete programme of study has been completed. This data is analysed and reported on by the subject leader, who utilises the information to make strategic choices about development with the subject.

Performance is reported to parents as part of their school report. Work is showcased on displays and in books via parents' evenings.

## SEND

The Blackburn with Darwen agreed syllabus is written as a universal core curriculum provision for all learners. Inclusivity is part of its philosophy.. SEND learners are supported in their access to the lesson through adaptations made by the class teacher. It is important to note that these differing approaches still enable all learners to achieve the learning intention. SEND does not mean that a child is not capable of achieving in line or above their peers.

Teachers will need, as always, to tailor each lesson to meet the needs of the learners in their classes. Additional resourcing may be made available for learners with SEND to enable them to fully access the curriculum alongside their peers. This will be on a case by case basis.

## British Values

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are taught through worship and the planning and delivery of a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all pupils. RE makes a significant contribution to the promotion of these British Values, particularly respect and understanding for those of different faiths and beliefs. RE lessons ensure that pupils have an appreciation of the culturally diverse society we live in. The celebration of a variety of festivals and national and religious events encourages pupils to research and discover similarities and differences between different religions and

communities. Members of different faiths and religions are encouraged to share their knowledge to enhance learning during RE.

## Social, Moral, Spiritual & Cultural

RE makes a significant contribution to children's Spiritual, Moral, Social and Cultural Development by encouraging the discovery of God the creator and developing an awe of the environment. Moral development is based on the exploration of the teachings of Jesus Christ, which offer children a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian and diverse community. Cultural development provides opportunities to develop an understanding of a worldwide, multi-cultural faith.

## RE & Collective Worship

It is recognised that RE and collective worship can support the work of each other. For example, RE can be a stimulus for class worship. Material presented in worship may also be suitable for follow up class work or discussion. Although Religious Education and Collective Worship naturally compliment and enrich one another, they are distinctively separate and are managed separately.

## The Right to Withdraw

RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. The right to withdrawn from RE was first granted in 1944 when curricular RE was called 'Religious Instruction' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Should you wish to withdraw your child/children from RE lessons at Longshaw Community Junior School, please contact the headteacher. Contact details for doing so can be found on the 'About Us' tab on our school website.

## References and further reading:

- Full RE Review from Ofsted: [Research review series: religious education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/religious-education)
- Standing Advisory Council on Religious Education for Blackburn with Darwen [SACRE - Terms of reference \(blackburn.gov.uk\)](https://blackburn.gov.uk/sacre-terms-of-reference)
- Prevent Duty Statutory Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Revised_Prevent_duty_guidance_for_England_and_Wales.pdf)
- Equality Act: Advice for Schools: [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Equality_Act_Advice_Final.pdf)
- Keeping Children Safe in Education: [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Keeping_children_safe_in_education_2021.pdf)

