



# Lakes Primary School

## Policy for

### Religious Education

Revised: October 2026

Review: October 2027

### **Rationale:**

Religious Education promotes the holistic development of the young person and helps to build tolerance, respect and open-minded thinking. Through our curriculum, we aim for pupils be theologians by exploring religion and asking questions; to be philosophers by evaluating and reflecting on beliefs and ethics and how they impact upon the lives of others and themselves, refining the way they think about the world and their place in it, and consider moral principles, including the nature of good and evil; and to be social scientists by respectfully critiquing and valuing different beliefs (both their own and others), recognising bias and stereotypes and be able to represent a range of views other than their own, with accuracy.

### **Aims and Objectives:**

- Develop substantive, disciplinary and personal knowledge and understanding of Christianity and the major world faiths, different religious beliefs, practices and traditions.
- **Substantive Knowledge** – Do my pupils know what I think they should know? Do they understand and remember the content they have been taught? Are they able to draw on prior content knowledge?
- **Disciplinary Knowledge** – Are my pupils handling this knowledge appropriately (using various ‘ways of knowing’ effectively)?
- **Personal Knowledge** – Are my pupils relating their learning to a critical analysis of their own worldview?
- Compare and contrasting religious beliefs from around the world.
- Develop an understanding of what it means to be committed to a religious tradition.
- Learn about religions and from religions.
- Allow children the opportunities to consider and respond to a range of important questions relating to their own spiritual development and the fundamental questions in life.
- Develop and awareness of spiritual and moral issues in life experiences.
- Develop investigative and research skills and enable them to make reasoned judgements about religious issues.
- Have respect for other peoples’ views and to celebrate the diversity in society.

### **Curriculum:**

The Religious Education syllabus is planned in accordance with the New Agreed Redcar and Cleveland Agreed Syllabus (2025) and the topics studied build upon prior learning. Opportunities are offered for children of all abilities to develop their skills and

knowledge in each unit, and the planned progression enables the children to access increasing challenge as they move through the school with more emphasis on disciplinary and personal knowledge in Key Stage 2. We link the topics taught where appropriate to the children's topics.

Children will study aspects of Christianity, Islam, Judaism, Hinduism and Humanism. There is scope to explore other faiths (Sikhism, Buddhism, Atheism) through discussions and comparisons of beliefs.

Long term plans map the Religious Education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with colleagues across Redcar and Cleveland and shares with teaching colleagues in each year group. The medium/short-term plans give details of each unit of work for each term and come from the agreed syllabus.

The class teacher writes the plans for each half term and lists the specific learning objectives for those lessons. S/he keeps these plans and may discuss them on an informal basis with the RE subject leader.

## **Foundation Stage**

Religious Education is taught to all children in the school, including those in the Foundation Stage. Foundation Stage children are made aware of cultural differences and religious traditions as set out in the Early Years Outcomes.

## **Spiritual, Moral, Social and Cultural Development**

We provide opportunities for spiritual development through the Religious Education syllabus. Children consider and respond to questions concerning the meaning and purpose of life. They are aided to recognise the difference between right and wrong through the study of moral and ethical questions and their social development is enhanced by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Our teaching and learning style in RE supports pupils to engage with the subject through open-ended, respectful and reflective discussions and activities which enable

them to learn about religious traditions, places and people and reflect on the meaning this may have on their own lives and experiences. We encourage pupils to think about their own personal responses to faith and the themes and topics covered in the curriculum while considering and respecting the views of others.

Our teaching and learning styles allow pupils to reflect and build on their own experiences, build on prior knowledge, and extend their knowledge and understanding of religious traditions, places and people. We use their experiences at religious festivals such as Easter, Christmas, Diwali, Ramadan etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Presentations and open-ended discussions are an integral part of our pupils' learning and reflection. These presentations are performed in class and can also be shared in whole school or key stage assemblies. Pupils conduct research on religious topics, study particular religious faiths and also compare the religious views of different faith groups on topics such as worship or festivals (i.e. different festivals of light such as Diwali, Hanukkah and Christmas. Children discuss religious and moral issues (both from a religious and secular perspective) by working individually or in groups.

All classes in our school have children of widely differing abilities, experiences and personal views, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved in a variety of ways.

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- consolidation of knowledge by use of recall (3, 2, 1, think, pair, share), hinge questions and exit tickets.
- grouping the children by ability in the room and setting different tasks for each ability group or giving opportunity for mixed ability pairs so children are supporting each other.
- providing resources, scaffolding or adult support to aid individuals or groups.

### **Collective Worship and What This Looks Like in School**

**Definition:** Collective Worship is a vital part of Lakes Primary School and consistent with the school philosophy. The assemblies are conducted in a manner which is respectful to all beliefs while marking key religious dates celebrated in the United Kingdom including Christmas and Easter.

Collective Worship is a time when the whole school, or a key stage, meet together in order to consider and reflect on common concerns, issues and interests (which may be religious, spiritual or secular). We aim to offer all pupils an opportunity to explore spiritual and moral issues relevant to their own beliefs through whole school and class-based sessions. The aims of Collective Worship are to share our school aims and values, celebrate significant times and events that are relevant to our local community, develop a community spirit, and explore our world.

### **Aims of Collective Worship for the school**

- share common aims and values and bolster the SHINE values.
- celebrate achievement and special times.
- explore together the world in which we live.
- build a community spirit.

### **Aims of Collective Worship for the pupils**

Collective Worship provides opportunities in the following ways:

- reflect and explore their own beliefs and the direction of their lives.
- demonstrate being respectful, ready, and safe.
- consider spiritual and moral issues and develop their own spirituality.
- reinforce positive attitudes.
- participate and respond.
- consider the wonders and worries of the world.

**Organisation of Collective Worship:** Collective Worship will take place in the school hall or the classroom and will usually last for approximately 15 minutes, although this time may be shortened or lengthened when it is appropriate. Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons.

**The Act of Collective Worship:** A variety of teaching and learning styles will be incorporated into Collective Worship to ensure inclusivity. The content is required to be sufficiently stimulating to involve a response. Every member of the teaching staff and occasional visitors will be involved in delivering Collective Worship. Teaching staff are encouraged to prepare their classes to lead Collective Worship sessions (as appropriate for the age of the cohort). This can take place within the school setting or other venues including delivering Christingle services at St Hilda's or choir events at religious settings.

This promotes and develops children's sense of purpose and their self-reflection while expanding their moral, cultural and social selves.

**Planning of Collective Worship:** The content of Collective Worship will be carefully considered. Half-termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. This will ensure that there is continuity and progression throughout the school year and beyond.

**Withdrawal from Collective Worship:** Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable attending the assembly.

### **Monitoring & Evaluation:**

Regular monitoring of book content and lesson plans carried out by subject leader. Pupil voice meetings and staff meetings sharing content and good practice will take place. Use book scrutinies and learning walks to identify what progress pupils are making in their RE skills, identify any underachieving or greater depth pupils or groups and ascertain to what extent pupils' work reflects the requirements of the syllabus and any improvements needed for planning, provision and assessment.

### **Equality:**

RE is taught to all children, whatever their ability, and this is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. Learning opportunities are provided to meet the needs of children with learning difficulties.

### **Legal Requirements Including the Right to Withdraw**

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. Our school RE curriculum is based

on the Redcar and Cleveland LA's Agreed Syllabus and it meets the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. Parents and carers have the right to withdraw their child from Religious Education as set out in section 71(1) of the School Standards and Framework Act 1988.

**School Responsibilities:** The school is legally required to supervise the child safely while they are withdrawn from the class. **However, the school is not mandated to provide alternative academic teaching** or incur any extra costs for separate instruction. **Parents can choose to provide alternative RE materials** for their child to work on independently during this time.

The Religious Education Legislation and Right of Withdrawal states *Alternative arrangements should not be used as an opportunity for timetabling another curriculum subject (such as Maths or English), for interventions or 'catch up' work but where possible should ensure that the Spiritual, Moral, Social and Cultural needs of the pupil(s) are attended to. There is no requirement to provide alternative RE, for example study of a different religious or non-religious worldview instead.*

RE supports the development of meaningful dialogue and respect within the school community – across faiths, worldviews, cultures and beliefs – and enables pupils to understand how to advocate for one another in creating a culture which eliminates discrimination and advances equality.