

Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy

RE Policy

We Aim High, Work Hard, Care Deeply



Member of Staff Responsible	Mrs L Tomlinson
Position	Headteacher
Dated	November 2024
Date of next review	When Required

INTRODUCTION

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

At Lynch Hill School Primary Academy, our Religious Education curriculum is based around the SACRE syllabus using *Discovery RE* programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 ([Guidance](#))
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 ([Curriculum framework](#))

THE AIMS OF OUR RE, USING THE DISCOVERY RE SCHEME OF WORK

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above. By following Discovery RE at Lynch Hill, we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase. The grids below shows specific enquiries for each year group.

Reception:

Discovery Enquiry	Religions studied:
What makes people special to me and others?	Christianity and Judaism
What is Christmas to me and others?	Christianity concept: Incarnation
How do I and other people celebrate?	Sanatana Dharma (Hinduism)
What is Easter to me and others?	Christianity concept: Salvation
What makes places special to me and others?	Christianity, Islam, Judaism
What can I and other people learn from stories?	Christianity, Islam, Sanatana Dharma (Hinduism), Sikhism

Year 1:

Discovery Enquiry	Religions studied
What do Christians believe about God?	Christianity
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Who is God to Jews?	Judaism
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Does going to Mosque give Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 2:

Discovery Enquiry	Religions studied
Is It possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity
Does going to Mosque give Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 3:

Discovery Enquiry	Religions Studied
Would celebrating Diwali at home and in the community bring a feeling of belonging for a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus heal people? Did He perform miracles or was there some other explanation?	Christianity
Does prayer at regular intervals help Muslims in their everyday lives?	Islam
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 4:

Discovery Enquiry	Religions studied
How special is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for the Jewish people to do what God asks them to do?	Judaism
Does completing a pilgrimage make a person a better Muslim?	Islam
What is the best way for a Jew to show commitment to God?	Judaism
Is forgiveness always possible for Christians?	Christianity

Year 5:

Discovery Enquiry	Religions Studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How is the Qu'ran vital to Muslims today?	Islam
What is the best way for a Sikh to show commitment to God?	Sikhism
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Hinduism

Year 6:

Discovery Enquiry	Religions Studied
What is the best way for a Muslim to show commitment to God?	Islam
What is the best way for a Buddhist to show commitment to their beliefs?	Buddhism
Is anything ever eternal?	Christianity
Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam
How are Buddhist teachings interpreted by believers?	Buddhism

HOW IS RE ORGANISED IN THIS SCHOOL?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies follow our Pedagogy and Curriculum policies and ensure that individual needs are met. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At Lynch Hill RE is taught as a discrete subject although sometimes aspects of RE do link with other work.

ASSESSMENT

Teachers work hard to ensure children are making progress with their learning throughout their RE. Each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates monitoring and moderation by the Foundation Subject Team. This enables us to ensure that all children achieve well and make consistent progress.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports.

MONITORING AND EVALUATION

SLT and our RE lead monitor delivery of the programme through observation, learning walks and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

EXTERNAL CONTRIBUTORS

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local faith leaders, other local members of the community etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

THE LEARNING ENVIRONMENT

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

For example: Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

WITHDRAWAL FROM RE LESSONS

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at Lynch Hill. Parents who wish to withdraw their children are asked provide written notification to this effect.

LINKS TO OTHER POLICIES AND CURRICULUM AREAS

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Pedagogy Policy
- Curriculum Policy
- Equal Objectives and Information Policy
- Safeguarding and Child Protection Policy

TRAINING AND SUPPORT FOR STAFF

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.