



## Religious Education Policy

### Introduction

The purpose of this document is to set out the aims, objectives and implementation of RE throughout the school. Religious education at Sutterton Fourfields CE Primary School and Swineshead St. Mary's Church of England Primary School is supported by the framework of the Lincolnshire Agreed Syllabus. The Church of England's national statement of entitlement (2019) states; "Religious education in a Church school 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."

Lincolnshire Agreed Syllabus is consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act 1998, Schedule 19 which states that it must reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

### Intent

Our RE curriculum links closely with our school vision and values. Sutterton Fourfields CE Primary School and Swineshead St. Mary's Church of England Primary School has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

The aim of our Religious Education curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our pupils develop a love of life-long reading
- British Values are an intrinsic part of the school

At Sutterton Fourfields CE Primary School and Swineshead St. Mary's Church of England Primary School the principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We are proud to have an ambitious, knowledge-based Religious Education curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which

shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life.

Our curriculum enables pupils to experience a host of cultural and enrichment learning opportunities and uses key religious texts with the intention that our pupils are thoughtful, reflective and expressive in their handling of questions about beliefs, religion, spirituality and values

## Teaching and Learning

The religious content will be mainly of a Christian nature while also exploring Judaism, Islam, Hinduism and Sikhism. References to other religions and beliefs are made where appropriate, such as Buddhism and Humanism.

Please refer to the medium term and long-term curriculum maps for further details.

Sutterton Fourfields CE Primary School and Swineshead St. Mary's Church of England Primary School also uses the Understanding Christianity resource in line with the Agreed Syllabus

Key areas of teaching and learning

- God: What do people believe about God?
- Being human: How does faith and belief affect the way people live their lives?
- Community, worship and celebration: How do people express their religion and beliefs?
- Life journey: rites of passage: How do people mark important events in life?

In KS1; Christianity and Islam are both studied in depth. Other faiths are explored in our additional units.

Key Stage 1:

- Incarnation
- Creation
- God - Islam
- Salvation
- Community- Islam
- Being Human- Islam
- Life Journey -Islam

In KS2; the four faiths listed are all studied in depth with references made to other religions as appropriate.

- Incarnation
- Creation
  
- God- Hinduism and Islam
- Salvation
- People of God
- Salvation
- Community – Hinduism and Islam
- Life Journeys – Hinduism and Islam
- Hinduism – God and Community
- Being Human – Hinduism and Islam

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## Religious Education Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. In EYFS, RE will be taught throughout the areas of learning but specific to the people, cultures and communities strand within the Understanding of the World area. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the Programme of Study detailed in the Lincolnshire Agreed Syllabus.

In EYFS, teaching is focussed around experiences and special times. Special reference is made to Christian festivals and rites of passage alongside exploration of other faith festivals and special experiences.

### Implementation

We ensure that sufficient, dedicated time is given to teaching and learning RE. It is supported and shaped by the Lincolnshire Agreed Syllabus documentation. There is a two-year rolling programme. The Religious Education curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. The application of knowledge for each area of religion studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'.

Our Religious Education curriculum uses an enquiry-based approach. Each area of religion studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Within our curriculum for religious education, there are three disciplinary curriculum areas of knowledge that we will implement to enable our pupils to become successful religious scholars. This is set out in more detail in our termly plans and assessments

- Theology (**believing**)
- Human/social sciences (**living**)
- Philosophy (**thinking**)

We have identified the application of knowledge that we will implement to enable our pupils to become successful religious scholars. This is set out in more detail in our termly plans.

- Investigation;
- Expression;
- Interpretation;
- Reflection;
- Commitment;
- Empathy;
- Application;
- Discernment;
- Analysis;
- Synthesis
- Evaluation

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## The application of knowledge to be a religious scholar:

### INVESTIGATION – in RE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religions.

### EXPRESSION – in RE this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.

### INTERPRETATION – in RE this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to suggest meanings

### REFLECTION – in RE this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

### EMPATHY – in RE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see issues from their point of view.

### APPLICATION – in RE this includes:

- making the association between religions and individual, community, national and international life;
- identifying key religious values and their interplay with secular ones.

### DISCERNMENT-in RE this includes:

- explaining the significance of aspects of religious belief and practice;
- developing insight into people, motives, actions and consequences;
- seeing clearly for themselves how individuals might learn from the religions they study.

### ANALYSIS – in RE this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

### SYNTHESIS – in RE this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life.

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**EVALUATION** – in RE this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

**Processes for Effective Learning in Religious Education**

**1. Identify questions**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

**2. Plan and carry out enquiries**

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

**3. Present and explain findings**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

**4. Empathise and reflect**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

**5. Evaluate**

This involves evaluating their learning and considering how it might apply to their own lives.

**The Daily Implementation of Religious Education at Sutterton Fourfields CE Primary School and Swineshead St. Mary's Church of England Primary School**

- We comply with the legal requirements for the teaching of Religious Education by following the Lincolnshire Agreed Syllabus for Religious Education and the Understanding Christianity programme of study.
- Religious Education is taught on a weekly basis in each year group but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Religious Education and provide cultural capital, such as our Inter Faith Day.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Religious Education and to use these skills across the curriculum.
- Working Walls: Religious Education Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Religious Education.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Areas of Learning, ensuring they have a good foundation on which to build upon the knowledge and process knowledge acquired in Understanding the World.

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- Text: Children will have access to a growing variety of subject specific books, religious texts and scripture.
- Use of artefacts: Artefacts is an essential component to the teaching of Religious Education. We believe that handling artefacts of religious significance enhances the children's religious knowledge, understanding and skills.
- Teachers assess children's work in RE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives from the Lincolnshire Agreed Syllabus for Religious Education and Understanding Christianity. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Religious Education is reported to parents.

### **Curriculum Time**

The time allocated for RE is in accordance with the Lincolnshire Agreed Syllabus: KS1 – 36 hours per year KS2 – 45 hours per year This may be taught in blocks of time. This is decided by the class teacher.

### **Equal Opportunities**

The teaching of RE follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within our schools.

### **Withdrawal from RE lessons**

Parents/carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. The school has a responsibility to supervise any pupils who are withdrawn from RE but it is not required to provide additional teaching or incur extra costs. If parents/ carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided by the school or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance..

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### **PREVENT: The Issue of Radicalisation**

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of radicalisation.

### **Promoting Fundamental Values**

The School will vigorously promote fundamental values such as fairness, democracy, tolerance and the rule of law. Our School Founding Values are: Love, Respect, Forgiveness, Inclusion and Compassion. The school has the following learning aims which are taught through Religious Education, Personal, Social, and Health Education and through Collective Worship.

### **Role of the Religious Education Coordinator**

- Endeavour to promote a dynamic approach to the development of RE ensuring that RE has a high profile.
- To evaluate the standards of RE teaching through the analysis of RE assessment data, book looks and RE learning journeys.
- To update the RE curriculum and oversee its implementation by other staff.
- Keep up to date with developments in RE through reading and course attendance at Diocesan cluster meetings etc.
- Report back on courses attended.
- Advise and support staff with the teaching and learning of RE.
- Be responsible for overall auditing and upkeep of all school RE resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular RE activities as appropriate to staffing and pupil interest, such as Inter Faith Day.
- To lead on whole events that include RE, such as collective worship or events within the church calendar, such as Harvest.
- Represent the school at external meetings in relation to RE.
- To work closely with the lead governor for RE.

**Signed by:** Mrs C Collett

**Position:** Religious Education Co-ordinator

**Date:** February 2025

**Review date:** February 2028 (or earlier if the SACRE is updated)

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