

R.E POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	May 2017	N/A
2	April 2018	Format Update, Policy Review
3	June 2020	Content Review
4	June 2022	Policy Review – change to Syllabus date

1. Introduction

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role that beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area RE offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

2. Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the Head teacher.

3. The Scheme of Work

We follow the Emmanuel Project scheme of work for EYFS to Y6 which covers the Suffolk Agreed Syllabus for RE (2020). This is an enquiry based scheme. At Lakenheath RE it is taught in half termly units. Children have 6 hours of RE every term.

4. Teaching and Learning

Teaching and Learning Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

- i. Learning about Religions
- ii. Learning from Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

5. SEN

We believe that all children at Lakenheath Primary School should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus.

Where pupils have special needs which are not identified as being learning difficulties we will, as a school, endeavour to respond sympathetically to their requirements.

The range of special needs in R.E. includes:

- pupils who have special needs across the curriculum and who also have special needs in R.E.;
- pupils who are more able and talented across the curriculum, including R.E.;
- pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live;
- pupils who themselves have a personal faith commitment.

6. Equal Opportunities and Differentiation

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant, and to develop positive attitudes towards themselves and others. Important festivals are celebrated from different religions within the school during whole school and key stage assemblies. Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

7. Assessment

This will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents.

- to enable pupils to reflect upon and celebrate achievement
- to help plan for progression, continuity, and to inform planning for future work of whole classes and individual pupils
- to communicate achievement and identify areas for further development to pupils, parents and teachers
- to evaluate the effectiveness of Teaching and Learning

8. Resources

We are continually reviewing resources in our school to be able to teach all units in our Scheme of work. The library contains a good supply of topic books to support children's individual research. Resources are stored in the Central shelves of the P.E cupboard where all staff can access.

9. Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in Religious Education is the responsibility of the Religious Education subject leader. The work of the religious education subject leader also involves supporting colleagues in the teaching of R.E, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.