Coates Lane Primary School

Religious Education Policy

1. Intent

At Coates Lane Primary School, we believe that we are part of a community where people of different beliefs and religions live side by side, displaying mutual respect, understanding and friendship. It is essential that our children and young people are supported in developing these qualities and, whilst growing in confidence, achieve a level of critical awareness that helps them to become builders and shapers of a better world.

Through the teaching of R.E, our aims are to ensure that all pupils know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- express ideas and insights about the nature, significance and impact of religions and worldviews
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

2. Implementation

We follow the Lancashire SACRE (Standing Advisory Council for Religious Education) which provides many opportunities for our children to challenge stereotypical views and to appreciate difference positively. The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human and it

enables all pupils to consider the impact of people's beliefs on their actions and ways of life. The syllabus contributes to pupils' personal development and the school's provision for spiritual, moral, spiritual and cultural development (SMSC) and British Values. It provides a key context to develop the children's understanding and appreciation of diversity, to promote shared values and to challenge all forms of racism and discrimination. Increasing diversity is part of the demographic picture, and the wider region is home to many diverse and active faith communities. We are educating children in their own locality, but also to live in a wider region, the UK and as world citizens.

3. Impact

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum. Our teaching and learning styles in R.E. enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking. Through the teaching of R.E at Coates Lane, we enable all children to:

- investigate and reflect on some of the most fundamental questions asked by both adults and children
- explore and respond to challenging questions raised by religion and worldviews
- develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to questions, including their own
- be given opportunities to promote their spiritual, moral, social and cultural (SMSC) development
- have a structured and safe space during curriculum time for reflection
- become engaged in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development
- explore their own and other people's beliefs, values and traditions in meaningful and engaging ways
- share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none

4. Teaching and learning of R.E. in EYFS

Religions and worldviews to be studied in EYFS includes Christianity. Comparisons area also made with other religions and worldviews which represent the school and local community. RE in EYFS contributes to the Early Learning Goal (People and Communities). It also supports progression across other areas of learning. Children begin to explore religion and worldviews in terms of special times, stories and places.

5. Teaching and learning of R.E. in Key Stage 1

Religions and worldviews to be studied in KS1 includes the progressive study of Christianity, Islam and Hinduism. Judaism, Sikhism, Buddhism and non-religious worldviews are also encountered. Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be introduced to Dharmic traditions.

6. Teaching and learning of R.E. in Key Stage 2

Religions and worldviews to be studied in KS2 includes the progressive study of Christianity, Islam and Hinduism. Judaism, Sikhism, Buddhism and non-religious worldviews are also encountered. Pupils will build on their learning in KS1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and nonreligious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively

7. Assessment

Teachers will assess the children's work in EYFS while observing them working during lessons. They will record the progress made by children against the early learning goal for their lessons. Evidence can be generated from notes, photographs, mark making, and floor books as well as that contributed through the knowledge of parents, teachers and other adults. In KS1 and KS2, teachers assess what each child has achieved and then use this information to plan future work. Teachers need to be clear of the age-related expectations for Religious Education as specified within the pillars of progression grids. These will provide the basis on which to make judgements about a pupil's performance and inform the setting of clear lesson objectives and success criteria. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year. Children are also encouraged to assess their own work. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

8. Equal Opportunities including SEND

We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal emphasis will be given to the roles of both men and women in society, at all levels of religious education. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Lessons will be taught with respect and the tolerance of those with difference faiths and beliefs.

9. Role of the subject leader

The role of the subject leader in R.E. includes:

- Lead the development of design and technology in school.
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in R.E. and disseminate relevant information.
- Review and monitor the success and progress of the planned units of work
- Be responsible for the organisation and maintenance of resources
- Co-ordinate any display of R.E. work

10. Promoting writing within R.E._

As with all subjects across school, writing opportunities are promoted where appropriate. In R.E. this may be done in the following ways (this is not an exhaustive list):

- Description of a visit made to a place of worship
- Written information about an inspirational person linked to a lesson
- Explanation of thoughts and feelings after reflecting on a discussion

11. SMSC and enrichment within R.E.

At Coates Lane Primary School, R.E. offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural (SMSC) development. R.E. also makes a key contribution in supporting our school to promote the 'British values' of:

- democracy

- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

We welcome visitors into school and also make links with local places of worship which children could visit to experience the beliefs and practises they have learnt about in a 'real-life' context. Our Class VR headsets provide extra opportunities for children to experience real-life situations without leaving the classroom

12. Resources

It is the responsibility of the class teacher to be aware of the resources needed for a particular lesson and to order any resources required, in conjunction with the subject leader.

13. Outdoor learning within R.E.

In all areas of the curriculum, teachers consider where outdoor learning could be incorporated into the units of work. This is no different in R.E. Wherever possible, children will access the outdoors to enhance and broaden their learning experience.

Date of policy review: October 2025

Date to be reviewed: July 2026