



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

RE Policy

Approved: Autumn 2025 Next Review Date: Autumn 2028

Ormskirk West End RE Policy

Our vision at Ormskirk West End is to create an ethos where cultures and religions are valued and explored. Through a positive, caring environment, we provide the opportunity for every child to recognise other cultures which they may not personally have experienced here in Ormskirk. At this school, the importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. We want to build an ethos of value and respect of all cultures, in and around our community and on a wider scale.

STATEMENT OF PURPOSE

This policy document reflects the school values and philosophy in relation to the teaching of Religious Education. It pays due regard to the need to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good relations between persons of different racial groups [Race Relations Act 2000 (amendment)]. It sets out a framework within the whole staff, as appropriate, operates and provides outline information on planning, teaching, assessment, recording and reporting.

AIMS OF THE SCHOOL

The teacher of RE contributes to the whole school aims that children should:

- Achieve their full potential academically, creatively, spiritually and socially.
- Feel secure, happy and valued in a caring, trusting environment.
- Develop meaningful relationships and be sensitive to the needs of others.
- Develop an awareness of different beliefs, faiths and cultures whilst demonstrating respect and tolerance.
- Be prepared for a life as adults and citizens.
- Become active members of the community.
- Behave appropriately and take responsibility for their own actions.
- Accept responsibility for the quality of the environment.

AIMS OF THE SUBJECT

At Ormskirk West End we have adopted the aim of the Lancashire Agreed Syllabus (2021). The syllabus aims to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" by exploring answers offered by

religion and belief. We aim to give access to a high quality RW curriculum that engenders curiosity in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will enable them to develop a knowledge and understanding of religions and worldviews, with the skill, independence of thought and vocabulary to “disagree agreeably”

OBJECTIVES- WHY HAVE AN AGREED SYLLABUS?

The Lancashire and Blackpool Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum.

1. To establish an entitlement. The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfilment and development as active and responsible citizens.
2. To establish standards. The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used to set targets for improvement and measure progress towards those targets
3. To promote continuity and coherence. The Agreed Syllabus for RE contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
4. To promote public understanding. The Agreed Syllabus for RE will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Lancashire have been involved in its development. This is part of the mission of Lancashire SACRE.

AIMS FOR THE SCHOOL CURRICULUM

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve. The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all. By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare pupils for the opportunities, responsibilities and experiences of life. In doing this, the school curriculum should help pupils to develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of

their own and different beliefs and cultures, and how these influence individuals and societies. It should promote equality of opportunity and enable pupils to challenge discrimination and stereotyping. It should develop pupils' ability to relate to others and work for the common good.

The contribution of RE to preparation for the opportunities of adult life and for lifelong learning should enable pupils to respond positively to opportunities and responsibilities, to manage risk and cope with change. We have constructed our RE learning across key stages as follows:

EYFS- Special times, Special stories, Special places and Our special world.

KS1 - Christianity & Islam (Key focus) & Encounter Judaism & Hinduism

LKS2 - Christianity & Islam (Key Focus) & Encounter Sikhism & Hinduism

UKS2 - Christianity & Islam (Key Focus) & Encounter Judaism, Buddhism & Hinduism

If children join school with other religious backgrounds or no belief at all we also build this into the curriculum so that our children have an understanding of those around them. (e.g. Jehovah Witness, agnostic, atheism).

ORGANISATION

Differentiation of work ensures that children work at a level that is appropriate to both their ability and age. Whole class and group teaching will therefore vary according to class make up. A two-year rolling programme is followed, cross-referenced to other subjects where possible. Children in EYFS will follow the EYFS Framework (2021) Knowledge and Understanding of the World and Personal, Social and Emotional Development. From Year 1 onwards children will follow the Programmes of Study of the National Curriculum for Key Stages 1 & 2.

RESOURCES

At Ormskirk West End we have resources linked to religions and worldviews which are located in the teachers' room and we have links with visitors who come in and speak with the children about their beliefs.

We can use the CLEO website for appropriate videos (some You Tube and BBC videos are also of very good quality for the purpose of RE).

TIME ALLOCATION

RE is timetabled for one lesson per week per class. The RE scheme overlaps with that of the PSHE Scheme and can sometimes be worked across other subjects e.g. Literacy, art. Aspects of RE and Moral and Social Education are also taught through Collective Worship. At Ormskirk West End we also allocate particular days throughout the year dedicated to RE, this allows our children to become immersed in the subject with quality, memorable outcomes.

PLANNING AND EVALUATION

Lancashire Agreed Syllabus

Life is sometimes described as a journey, a search for meaning and purpose. This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. Lancashire and Blackpool pupils are supported by this syllabus to be equipped in their search for personal meaning.

In this, RE should enable children and young people to:

- Be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- Approach sensitively and respectfully the beliefs, actions and feelings of believers.
- Understand the relationships between the individual and the community in religious life.
- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply these insights to the development of their own beliefs, values and attitudes.
- Be tolerant and respectful of all religions.

The Lancashire Field of Enquiry model continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. The key question for teachers as they create opportunities for learning must constantly be 'How will this help my pupils in their search for meaning?', it secures the syllabus' principle aim; 'To support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human? Exploring answers offered by religion and belief'.

At the centre the question 'What does it mean to be human?'

The exploration then requires the following four areas:

- Shared human experience – the nature of human being.
- Living religious tradition – principal religious traditions encountered in the world.

- Beliefs and values – which lie at the heart of these traditions.
- The search for personal meaning – a life long quest for understanding

This model secures all RW planning in this syllabus. As well as a planning model it also acts as a check list when creative curriculum planning with other areas. If teachers confirm that in any medium term planning all four elements of the Field of Enquiry are in place then this syllabus will be secure. The Lancashire Agreed Syllabus maintains the central focus of these elements is the question – What does it mean to be human? All planning and learning must relate to this key question as well as the four elements.

ASSESSMENT, RECORDING AND REPORTING

Assessment is ongoing and is the responsibility of the RE teacher who are accountable to the Head teacher. Children's work forms a Record of Progress. Samples of pupil's work are collected for moderation purposes. Parents receive annual written reports in which the child's contribution to RE will be reported. Assessment is not subject to nationally prescribed attainment targets however at West End we are using the Lancashire assessment grids.

EQUAL OPPORTUNITIES

All children have equal access to the RE curriculum, regardless of race, gender, creed or ability, in line with the school's policies on Special Educational Needs [SEN] Disability Equality, Gifted and Talented [GT] children. This policy pays due regard to the Disability Discrimination Act. Parents and teachers have a right to withdraw from this. Arrangements are made to accommodate children should this occur. Where necessary work will be differentiated to meet the needs of individual children.

MONITORING OF THE SUBJECT/EVALUATION OF TEACHING AND LEARNING

The Head teacher and Subject Leader (K Warrilow) will be responsible for monitoring progress in RE by monitoring floor books, teachers' planning and taking note of evaluations written. Subject Leader may participate in class observations if necessary. The Head teacher reports to the Governing Body using information from the Subject Leader.

K Warrilow

RE Leader

Review date: January 2028