



**The Park Federation Academy Trust
Lake Farm Park Academy**

Religious Education Policy

Approval

Signed by Principal	<i>Ms. H. Buttar</i>
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Section 1: Introduction:

The Educational Reform Act 1988 requires that: Religious Education (RE) should be taught to all pupils in full-time education, except for those withdrawn at the wishes of their parents. (R.E.) relates directly to the whole curriculum. Every aspect of the life of a school and the experiences of its pupils can be illuminated by RE. It helps our children to build up a worthwhile sense of direction, to achieve a valid perspective on life and to develop an understanding attitude towards each other.

British Values:

RE is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach pupils to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter.

Section 2: Curriculum Statement:

Through our diverse community here at Lake Farm Park, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school community. We believe in lifelong learning aiming to equip our pupils to live life today and for tomorrow, rooted in respect and appreciation for all religions. RE does not seek to endorse religious beliefs on pupils or to compromise the integrity of their own beliefs by promoting one religion over another.

2. a: Intent:

RE at Lake Farm Park Academy is based on the agreed Hillingdon SACRE Syllabus. The intent of our RE curriculum is to deliver a curriculum which is accessible to all. We will ensure that this will maximise the outcomes for every pupil, so that they know more, remember more and understand more. Pupils are engaged, explore different religious beliefs, values, and traditions and develop a more thorough understanding of the numerous beliefs and practices that are followed within our multi-cultural society. We want them to know how RE promotes understanding and enables pupils to combat prejudice. Thus preparing them for adult life, future employment and life-long learning.

2.b: Implementation:

At Lake Farm Park Academy, it has been agreed that having taken into account the requirements and guidelines presented in the agreed syllabus, the following religions have been selected for study:

- Christianity
- Buddhism,
- Hinduism
- Islam
- Judaism
- Sikhism.

There are no presumptions made as to the religious backgrounds and beliefs and values of the pupils and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

2.c: Planning:

We plan our RE curriculum through our use of the Discovery RE scheme of work. It adopts an enquiry based approach to teaching and learning. This is in accordance with the Hillingdon SACRE RE. Our belief is that, using an enquiry-based model can help develop pupils' critical thinking skills. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit whilst enhancing their motivation to learn, develop and build an understanding of empathy with people and their beliefs, religious or otherwise.

This approach takes very seriously the philosophy that pupils are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

The topics studied in RE build upon prior learning. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Pupils have opportunities to discuss religious and moral issues amongst themselves as well as with visitors. Pupils work individually or in groups. They are given the opportunity to prepare presentations and share these with other members of the school community. LFPA holds special festival assemblies to celebrate the religions in the school. Pupils are asked to share their experiences of religion with the rest of the school during such assemblies.

Discovery RE scheme of work is a comprehensive set of detailed medium-term planning for Religious Education from Year one to Year 6.

The four steps are:

- **Step 1: Engagement:** the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion being studied.
- **Step 2: Investigation:** over approximately 3 lessons the teacher will guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry.
- **Step 3: Evaluation:** An assessment activity enables each child to show their thinking and the depth of critical evaluation.
- **Step 4: Expression:** This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking.

The Enquiry Approach to Religious Education

Details of the Four Step Enquiry method used in Discovery RE®

The **key question** for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



Step 1
Engagement



Step 2
Investigation



Step 3
Evaluation



Step 4
Expression

<p>The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion</p>	<p>The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question.</p> <p>Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important.</p> <p>The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.</p>	<p>This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.</p> <p>The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.</p>	<p>Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.</p> <p>Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.</p> <p>Discovery RE journal/portfolio covers are supplied with the electronic materials downloaded or contained on your CDROM/USB stick.</p>
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2. d. Impact:

The impact and measure of this is to ensure that pupils at Lake Farm are equipped with historical skills and knowledge that will enable them to be secondary ready and for life as an adult in the wider world.

Through their RE learning, children at Lake Farm Park Academy are able to make links between their own lives and those of others in their community and in the wider world. They are able to draw links between their knowledge and places of worship they have visited as part of their curriculum. Children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. Our children will have a confident set of skills, knowledge and norms such as respect, resilience, tolerance and appreciation, which are in line with British values and also in line with our school values. They can then use these skills to get ahead in education and life more generally. In short they will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. Hence enabling them to be equipped for their next stage in education and life beyond school

- Pupils go on visits to places of worship.
- Pupils have access to secondary sources such as books and photographs
- Visitors are invited to share and talk faith and religion.
- Pupils listen to and interact with stories from different faiths.
- Pupils are shown, or use independently, resources from the internet and videos
- Pupils are able to use non-fiction books for research.
- Pupils are provided with opportunities to work independently or collaboratively, to ask as well as answer questions in regards to religion.

RE is taught to all children in years One-Six. In the Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year. As the Reception Team work under the Early Years Foundation Stage Curriculum, we relate the Religious

Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and understanding of the world (UTW) areas which are crucial to the development and progress of all pupils at this stage.

Section 3: RE Non negotiables

1. **Work will be recorded during or at the end of the lesson.** E.g. photos, post-it notes, peer-assessments, videos, posters, diary entries,, writing activities, etc.
2. **Differentiation** must be evident in every lesson to help pupils access learning as independently as possible via layered tasks, outcomes, resources, questioning, pupil groupings, support and responses, including challenge.
3. **If applicable, all adults including LSAs, must be utilised in the lesson** to support all pupils to understand concepts, vocabulary and work safely.
4. **Questioning is effective and challenging** and high quality responses (full sentences) are expected and modelled. It must consolidate, steer, support, challenge, deepen and extend learning for all pupils.
5. All adults and pupils work with an ethos of celebration, reflection and improvement to **correct misconceptions effectively and efficiently.**
6. **Teachers must employ a range of effective strategies and practical activities that promote engagement and participation.**
7. **Subject knowledge must be exemplary, continuously developed and evaluated** over time to create an inspiring and engaging curriculum that promotes learning and curiosity, both within the classroom and beyond.
8. **Opportunities must be provided for pupil discussion as a valuable tool for learning** including **language development skills.** Talk must be meaningful and highly focused on improved achievement.
9. **Planning should exhibit the high expectations of the teacher (including mastery and depth) and show consistency across the year group** as well as provide sufficient challenge and engagement to support rapid progress in all areas of the curriculum.
10. **Resources must facilitate high levels of learning** and be fit for purpose. They should model exemplary practice across the curriculum, including spelling and grammar. Text for displays and on Smartboards should be appropriately sized.

Section 4: Cross Curricular Links:

At Lake Farm Park Academy, we use RE to promote learning across many areas of the National Curriculum, including: -

English:

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. Pupils are often encouraged to make books and record information in order to develop their writing ability.

Information and communication technology (ICT):

We use ICT where appropriate in RE. The children find, select and analyse information, using the Internet and CD ROMs and also use ICT to review, modify and evaluate their work and to improve presentation.

Teachers use interactive whiteboards for whole class or group teaching.

Personal, social and health education (PSHE):

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society and the wider world.

Section 5: Inclusion in Lake Farm Park:

At LFPA we teach RE to all children, whatever their religion or cultural background RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have Special Educational Needs (SEND). Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles as different pupils respond to different approaches which include; kinesthetic, creative, visual, auditory.

- Simplifying or extending tasks to meet the needs of individual pupils.
- Differentiation by task
- Differentiation by outcome
- Careful selection of resources/materials/artefacts available.
- More open task/creative learning.
- Creative homework projects giving pupils the opportunities to extend their own learning and approach it in a style to suit their needs.

Section 6: Equality Statement:

We value each person as a unique individual. We strive to meet the needs of all our pupils, adults and all members of the school community. All pupils should have access to a broad, balanced curriculum and make progress at their own pace. Specific pupils with special needs ranging from Special Educational Needs (SEN), Gifted and Talented (G&T) and English as an Additional Language (EAL) have differentiated work that takes account of the targets set for pupils in their EHCP's.

Pupils, irrespective of ability, race or gender, are given full access to the History curriculum. In order to provide work that is appropriate to the learning experiences of individual pupils, it is necessary for the teacher to be aware of the EHCP's that apply to pupils being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's EHCP. More able and talented pupils will be identified and their work differentiated accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Over coming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of pupils within the lesson.

Section 7: ASSESSMENT AND RECORDING:

At Lake Farm Park We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. We mark a piece of work once it has been completed and we comment as necessary; on misconceptions or for an assessed piece of RE work (this is usually termly at the end of a unit).

Assessment must be used continuously throughout each lesson

- Where applicable, refer to previous learning (considering learning from previous year groups as well) to build on.
- Plenaries and mini-plenaries should clarify and assess learning and explain how this can be used to move learning forward.

- Hot marking/verbal feedback should be used to support, challenge and guide pupils to improve their learning.
- Peer assessment activities using success criteria sheets/checklists enable pupils to positively identify their strengths and areas for development.
- Questioning is effective and challenging and high-quality responses (full sentences) are expected and modelled.
- Aim to follow up questions with further questions to promote deeper thinking.
- Assessment quiz at the end of the unit
- Teachers use RE Assessment Framework to assess pupils against RE skills and knowledge.

Section 8: Resources

We have a wide range of RE books, and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular area of RE could be invited into school to work with the pupils. These might be parents, grandparents, other family members, neighbours or representatives of the local community. RE Resources are kept in the Topic cupboard. All resources taken from the cupboard must be returned.

A purchase order must be raised, signed by the RE Lead and the Principal before any purchases are made. Failure to do so could result in a refusal for reimbursements.

Section 9: RE Overview

The Foundation Stage

At LFPA, we teach RE in the Foundation stage as an integral part of the topic work covered during the year. It comes under Understanding the World in the EYFS Curriculum. Pupils must be supported in developing the knowledge, skills and understanding that helps them to make sense of the world. Their learning must be supported through offering opportunities for them to learn about who they are and how they come to understand their world and what has gone before them in a meaningful context arguably requires an even more thoughtful approach to teaching and learning that skillfully weaves ideas of the past through narrative, character and event and carefully chosen and relevant them.

Section 10: Monitoring and review

It is the responsibility of the RE Subject Leader, the Head Teacher and Governors to monitor the standards of pupils' work and the quality of teaching in RE. The RE Subject Lead is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The RE Lead helps with the levelling and moderation of work samples to ensure consistency and calls in books for scrutiny and evidence of progress, with feedback being given to staff.

Section 11: Roles and responsibilities

It is the role of the co-ordinator, under the guidance of the Principal to:

- To organise RE within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep up to date of developments within RE.
- To monitor and update resources and draw up a budget.

