

Brookfield Park Primary School

*Nurture, include and inspire to
succeed*



Religious Education Policy *September 2024*

Policy will be reviewed July 2025



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‘Nurture, include and inspire to succeed’



Brookfield Park Primary School Ethos

- Brookfield Park is a **‘can do’ school** where we make a difference to every child and help them to achieve
- Each child is unique. Each child brings different experiences, skills and ideas into the classroom. Each child has the capacity to grow, reach their potential and exceed it
- We enable each child to unleash their potential and prepare them for a future that can’t even be imagined today
- We have the highest ambition and expectations for our pupils. Children here know that through hard work, application and good behaviour, anything is possible.
- We challenge, energise and inspire our pupils to have the highest aspirations for themselves
- We are proud to be a family school with a strong culture of kindness. Children are expected to show respect and kindness to everyone around them. We insist on good manners and high standards of behaviour at all times from everyone in our school community.



Brookfield Park Primary School Vision

When looking to the future, our vision is to ensure that Brookfield Park is increasingly regarded as:

- being the **number one** provider of nurture and wellbeing in our community
- being the school built on good behaviour, empathy and consideration for others
- being one of the best schools in our community for both academic achievement and life skills development

- being a school with a rich and broad curriculum tailored to meet the needs of every child
- being the school of choice and the thriving hub of the community



Brookfield Park Primary School **Mission Statement**

- The school will be an educationally inclusive school - one in which learning, achievements, attitudes, well-being and the happiness of all members of the school community matters.
- The school will provide a challenging, broad and exciting curriculum that extends into the world beyond the classroom, which will actively encourage, motivate and develop the talents of everyone in school.
- The school is committed to being a healthy and safe school. Everyone here recognises that investing in emotional, mental and physical health and providing a safe, secure environment is important. Through PSHRE, the school will support children in gaining the knowledge and skills required to keep themselves safe, healthy and happy, and thrive in their future.
- The school will ensure that all learning takes place within a collaborative, vibrant, stimulating and quality environment which meets the needs of our children.
- The school will build the qualities of citizenship, in which children will be given opportunities to take ownership and responsibility and be encouraged to make positive contributions to their own learning, the learning of others, the school and broader society.
- The school will help children develop self-confidence and resilience and therefore independence, to enable them to become life-long learners, who make good choices and decisions.

Curriculum Intent Statement

September 2024

We want our curriculum to offer the children:

- A chance to be curious about the world
- Access to a rich vocabulary to hear, say, write, understand
- Tools to develop a can-do attitude
- Time and space to try, fail, succeed
- Opportunity to see the bigger picture
- Chance to develop an innate love of learning
- Chance to take pride in themselves
- Understanding of the link between effort and reward
- Skills to communicate to a variety of audiences
- Opportunities which help them to see the benefit of collaboration
- Skills to be effective at self-evaluation
- Understanding about their impact and responsibility in the wider world

Policy Aims

This document is a statement of aims, principles and strategies for the teaching and learning of RE at Brookfield Park Primary school. Being a Community School without religious character, RE is taught in accordance with the local agreed syllabus. For this reason, the format of this policy document differs in some ways from other Brookfield Park curriculum policies. We follow the new revised Lancashire Agreed Syllabus for Religious Education 2021 'Search for Meaning'. Whilst using Kapow planning and resources.

Statement of Intent

Why do we teach it? Why do we teach it in the way we do?

Religious Education at Brookfield Park has been reviewed in 2021 in light of the new SACRE framework. We feel it is important that teaching of RE reflects the school's local context by addressing any cultural/religious gaps, and that it remains as broad as possible for as long as possible.

The principal aim of Religious Education is 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 Brookfield Park Primary School, our intention is to help children to acquire and develop **knowledge** and **understanding** of Christianity and the other principal religions represented in Great Britain. We will help children to appreciate the way that religious beliefs shape life and our behaviour and develop their ability to make reasoned and informed judgements about religious and moral issues. We intend to provide our children with specific key knowledge of each of the main religions in Great Britain and the wider world that will remain with them throughout their lives. By doing this, we intend to enhance their spiritual, moral, social and cultural development thus creating better citizens for the future.

Aims

- To foster an appreciation of the values of right and wrong and so to promote spiritual, moral, social and cultural development
- That pupils understand the influence of a living faith on people's lives and values
- That pupils gain knowledge and understanding of the central beliefs of Christianity and its key figures
- To help pupils to a better understanding and tolerance of other world faiths
- To foster a positive attitude towards their own feelings of self-worth and an appreciation that they are unique in the world
- To encourage pupils to reflect on the wonders of the world and appreciate their responsibility for its preservation

Implementation

What do we teach? What does this look like?

Scheme of Work

The Lancashire Agreed Syllabus is taught in KS1 and KS2 (revised 2021). The long term plan followed is set out by the Lancashire SACRE (Standing Advisory Council on Religious Education). In the Foundation Stage pupils follow the Foundation Stage curriculum taught through agreed topics. All planning materials are available via Kapow.

Planning and Teaching

Work is planned and taught following the long term plan developed by Lancashire SACRE. Teachers follow the curriculum for their particular year group.

Units are taught in blocks over a period of one or two weeks. It has been agreed that this raises standards by:

- Allowing learners maximum use of resources
- Better continuity of teaching
- Providing children with the opportunity to get into a topic
- Greater chance to consolidate knowledge, skills and understanding

Raising Standards – The Subject Leader

It is the role of the RE subject leader to ensure that there is a continual drive to raise standards in the teaching and learning of RE. This is carried out in a number of ways:

1. Teaching and Learning Assessment
2. Reviewing and adapting an exciting and stimulating scheme of work
3. Maintaining and developing a rich and varied range of resources
4. Identifying INSET needs in this area including updating on subject knowledge
5. Providing guidance and support to all members of staff, and generally promoting the subject within the school
6. Forging links with the community in particular the local church and charitable organisations

7. Taking a lead role in the organisation of assemblies and collective worship
8. Where possibly providing enriching learning experiences for pupils such as visits/ talks from members of other faiths, visits to places of worship etc.
9. Writing, implementing, monitoring and evaluation of the annual RE subject action plan

Raising Standards - Teachers

Teaching staff seek to raise standards for the learning of RE through:

- Providing for a variety of learning styles e.g. auditory, visual, sensual and kinaesthetic
- Allowing opportunity for children to take control of their own learning
- Regular assessment opportunities
- Providing a variety of ways of recording work
- Producing stimulating and interactive displays
- Where possible using artefacts, posters, videos, books, iPads, speakers etc.
- Cross-curricular work
- Incorporating ICT
- Open enquiry and first-hand experiences

Impact

What will this look like?

Children will have a sound knowledge of the key aspects of the major religions. They will be able to name the principal deities, celebrations and places of worship for each, including some aspects of worship. Children will display a tolerance of all faiths and be able to reflect with sensitivity what it means to be human.

Assessment

Every opportunity is taken to assess pupils' prior understanding and learning in RE. This is carried out in a variety of ways. Teachers are encouraged to use summative, formative diagnostic and evaluative assessment in order to establish depth of learning and therefore inform future planning. A low-stakes quiz at the end of each unit will provide teachers and children an opportunity to embed key learning.

Monitoring and Evaluation

RE is continually monitored by the subject leader in the drive to improve standards of teaching and learning. This includes lesson observations, scrutiny of work, monitoring planning and pupil interviews.

Inclusion

In accordance the ethos of the school the teaching of RE seeks to include all children in the learning experience. With this in mind children are encouraged to work in mixed ability groups where possible incorporating a range of learning styles. Pupils identified as particularly able, gifted or talented in the subject are given appropriate challenges.

Staff and pupils work together to promote the spiritual, moral and cultural well-being of all school members. Pupils are encouraged to abide by the school Code of Conduct and staff are expected to set excellent standards of behaviour, which together provide a safe and secure environment for people of all faiths. There are no presumptions made as to religious backgrounds, beliefs and values. 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 communities are treated with respect and sensitivity and we value the links that are and can be made between home, school and faith community. We acknowledge that each religion studied can contribute to the education on all our pupils.

Religious Education-Diversity and Cohesion

Brookfield Park is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all learners. All children irrespective of their race, gender, religion or ability will be given opportunities to increase their knowledge and explore their own beliefs and those of others, whether religious or not. Diversity of religious belief will be treated sensitively and the value of the children themselves as a resource is recognised and utilised. Religions have many common elements, concerns and values e.g. tolerance and justice. Where possible, these will be emphasised but care will be taken not to compromise the integrity of individual faiths. Efforts will be made to ensure that major faiths are shown in a worldwide context and that where studies of people are made or stories told, that these represent a range of ethnic and cultural backgrounds. Religious Education resources are audited on an annual basis taking into account diversity of race and ethnicity to ensure all groups are equally and fairly represented if possible. Pupils are provided with opportunities to learn about people from other religions and backgrounds through visits to the school and trips to places of worship. Being a community school, religion is taught from a neutral standpoint avoiding all forms of bias or indoctrination.

Legal Requirements

Religious Education must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents. The usual interpretation of this clause is that withdrawal on grounds of conscience is implied. This requirement does not apply to nursery classes in maintained schools (s80 (2) (a) Education Act 2002. Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s. 71 SSFA 1998). This will include school children in Reception classes. The Religious Education curriculum is set locally not nationally. In Lancashire Community Schools and Foundation and Voluntary Schools without religious character, Religious Education must be provided in accordance with the current Lancashire Agreed Syllabus for Religious Education 2016. RE provision is legal if the Agreed Syllabus is planned and taught. Provision is illegal if it is not.

Withdrawal

As a non-denominational school it is recommended that fifty per cent of the curriculum time should be given to the teaching of RE. Our teaching time is roughly in line with this recommendation. There is a legal right of parental withdrawal from RE. Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school.

‘The school teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with staff to discuss the approach we take to RE. The school does not support selective withdrawals from RE lessons.’