



Religious Education Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY







Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
 <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	 <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	 <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	 <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	 <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
6 Consistency is key 	<ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level			

Our Rules:

- Ready
- Safe
- Respectful



Larkholme Religious Education Policy



Values

At Larkholme, our curriculum is underpinned by our core values of Respect, Responsibility and Resilience and is designed to ensure that children become confident, life-long learners with high aspirations and a determination to succeed in all they do. In addition, it allows children to develop as responsible citizens who are keen to make a positive contribution to the wider community.

Our bespoke curriculum, developed through consultation with all stakeholders, provides Larkholme children with a broad and balanced curriculum specifically designed to meet the needs of our children and embrace our school's unique characteristics. It has been designed to ensure progression in both skills and knowledge across all subjects and prepare children for the next step in their education. It also helps our pupils to build strong relationships, celebrate diversity, encourage respect and build a sense of community.

Intent Statement

At Larkholme we aim to deliver a broad Religious Education (RE) curriculum to children, allowing them to value themselves and others within society. We also aim to equip them with a range of skills for later life which enables them to recognise and celebrate diversity. We provide children with a range of opportunities to explore and experience many of the world faiths by taking them on local trips and inviting visitors in so that children can really experience some of the rituals and celebrations of these faiths. We want to embed children's learning in RE so that they can gain skills to support them in all other areas of their learning and prepare and equip them for the next stage in their education. The RE curriculum is a progressive curriculum which constantly builds on what the children have previously learnt. In addition, it aims to develop the children as global citizens and fostering mutual respect and tolerance for other cultures, beliefs and religions.

The Curriculum

Legal requirements: The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the Lancashire Authority's (LA) Agreed Syllabus and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be nondenominational and must not be designed to convert pupils to a particular religion.

The Agreed Syllabus is planned on a two-year rotational cycle (Cycle A and B) to account for the mixed year group and phase planning. In KS2 Cycle A focuses on Christianity and Cycle B focuses on other religions.

This is done to ensure progression of skills throughout each religion studied. Enrichment opportunities run alongside our curriculum to ensure broad and balanced coverage of different religions every year.

Each unit of work is structured to include the following four elements:

- Shared human experience - the nature of being human.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values – the theology that lies at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

The RE Subject Leader will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- identify needs and arrange inset so that all staff are confident in supporting, teaching and assessing RE;
- keep abreast of new developments and communicate these to staff;
- take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- support staff in developing pupils' capability;
- manage support staff;
- keep Governors informed of recent and current developments

Class teachers will:

- facilitate the learning of RE;
- liaise with colleagues within their key stage;
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- assess the work and progress of pupils;
- support the RE teacher and identify other opportunities for the teaching of RE;

Enrichment Opportunities

Building Bridges

Building Bridges supports our RE curriculum by:

- Accessing resources to support the effective delivery of the Lancashire Agreed Syllabus for Religious Education;
- Strengthening teaching and learning in Religious Education and Citizenship as well as the related Spiritual, Moral, Social, Cultural framework;
- Raising awareness of community issues and develop opportunities for teachers to engage with local communities;
- Accessing a programme of events to promote interfaith, cultural understanding and bring the curriculum to life.
- Bringing together people of all cultures and faiths to grow in respect, understanding and friendship through inspirational celebrations, projects and diversity events.

Links in the local community

We have links with our local community that enrich our curriculum through workshops and assemblies. These may include:

Fleetwood Methodist Church
Rossall School
Parents

Staff will ensure that content delivered by outside agencies is appropriate and will stop any activity or discussion that is not suitable if this happens.

Assessment

We monitor and assess the impact of our RE scheme through both formative and summative assessments. Each lesson provides the teacher with the opportunity to assess the children against the learning objective, this may be through discussions with children or a more formal piece of written work. We only assess beliefs and values and living religions traditions. We don't assess the SPM and SHE strands as these are based on children's inner thoughts. The pillars of progression in the syllabus identify the knowledge and concepts that pupils should learn as building blocks. End of key stage quizzes may be used to help teachers assess which can be used alongside other AFL.

SEND

We support our SEND children by teaching subject specific vocabulary and scaffolding learning where appropriate i.e., using word banks, templates, visual resources etc. The Lancashire Field of Enquiry model encourages lots of discussion and opportunities to share their own ideas and opinions through art and role-play which gives all children the chance to interact and engage with lessons in R.E.

Monitoring and review:

Monitoring is carried out regularly by the RE Subject leader in the following ways:

- informal discussion with staff and pupils;
- delivery of planning / lesson observation;
- observation of displays

Feedback is provided to staff, Senior Leadership Team and governors following monitoring. It is used to inform CPD needs.

Any resource requirements are also identified and purchased according to needs and budget as stated in the School Development Plan / RE Action Plan. Resources requirements are clearly laid out in each unit of work and readily available for each member of staff to use.

Updated: November 2023

Review date: November 2026



Larkholme Primary School RE Curriculum

Intent	Whole School Vision Statement							
	Our vision is to ensure that every child, regardless of their starting point, can achieve their full potential. Through their time at Larkholme, we want our children to become confident and articulate individuals with a thirst for knowledge and a determination to succeed in all they do.							
	RE Vision Statement							
	At Larkholme we aim to deliver a broad Religious Education (RE) curriculum to children, allowing them to value themselves and others within society. We also aim to equip them with a range of skills for later life which enables them to recognise and celebrate diversity. We provide children with a range of opportunities to explore and experience many of the world faiths by taking them on local trips and inviting visitors in so that children can really experience some of the rituals and celebrations of these faiths. We want to embed children's learning in RE so that they can gain skills to support them in all other areas of their learning and prepare and equip them for the next stage in their education. The RE curriculum is a progressive curriculum which constantly builds on what the children have previously learnt. In addition, it aims to develop the children as global citizens and fostering mutual respect and tolerance for other cultures, beliefs and religions.							
	Values - Our values are at the heart of our entire curriculum							
	Respect			Responsibility			Resilience	
	Curriculum Drivers/Aims							
Oracy and Vocabulary Development	Literacy Rich	Problem solving/risk taking	Raise Aspirations	Diversity	British Values			
Implementation	Components							
	Curriculum	Enrichment	Partnerships	Events	Sporting events	Parental Engagement	Pastoral Care	Outdoor Learning
	How Link it, Learn it, Say it, Check it, Show it, Know it							

	<p>National Curriculum We follow the Lancashire Agreed Syllabus for Religious Education (SACRE) This allows to fulfil the aims of the syllabus and support pupils' personal search for meaning as they explore what it is to be human. A given key question provides the central line of enquiry across each year group and then focus questions provide a point of exploration within each religion. In KS2 we follow a 2-year cycle. The first year focuses on Christianity and the following year focuses on other religions. This is done to ensure progression of skills throughout each religion studied. Enrichment opportunities run alongside our curriculum to ensure broad and balanced coverage of different religions every year. Clear medium-term plans clearly identify and support skills progression across units and phases. Vocabulary progression document is followed for each religion studied. Learning environment supports learning through each unit in RE and is timetabled weekly.</p>	<p style="text-align: center;">RE T&L includes</p> <p>In EYFS, the children have the opportunities to learn about the world and different 'special' days and why they are special. They have multiple visitors over the year to support this learning and provide them with opportunities to develop this learning through play. They are encouraged to make links between their own lived experience, if applicable, and know that some of their peers may celebrate different important days to them. Such as Diwali and Christmas.</p> <p>In KS1 and 2, the children have multiple enrichment opportunities with people from different religions coming in to talk to them about their religion and also having multiple assemblies to teach about different religious days from multiple religions over the year.</p> <p>Building bridges Building Bridges in Burnley works in partnership with Lancashire SACRE to provide schools with specialist support to bring Religious Education to life and promote community cohesion.</p>	
Impact	Impact		
Pupils achieve in line or above National levels in RE at KS1 and KS2.	Pupils will develop a basic understanding of a variety of different religions.	Pupils will be able to compare religions and speak about their similarities and differences.	
Pupils have a thirst for learning in RE and are equipped with the necessary skills and knowledge to continue their learning at the next level.			
respectful, responsible and resilient citizens			
Pupils who are			
Able to respect people's religious differences and cultures. Pupils will be able to talk about the multiple religions they have learnt about and specific Holy days or information linked to them, such as the names of different religions churches or temples. They will be able to confidently say what different religious believe and why, as			

	well as compare the similarities and differences they may have. Our pupils will also have mutual respect and tolerance for other cultures, beliefs and religions.	
	Enrichment Opportunities	
	Regular assemblies delivered by Rev. Katie Building Bridges	Class work enhanced by talks from Rev. Katie and other visitors to talk about their religions
	Visits	Inclusion in religious celebrations