



RE GUIDANCE

1. Intent

1.1 In 2021, the SACRE (Standing Advisory Council on Religious Education) issued a revised version of the Lancashire Agreed Syllabus for Religious Education (R.E). As a community school, we are required to deliver R.E in accordance with this locally agreed syllabus.

1.2 The primary aim of this syllabus is to develop and support Ravenbank pupils' search for personal meaning when investigating the question 'What is it to be human?' and to learn about and explore the range of answers that are provided by religion and belief.

1.3 The curriculum for Religious Education and World Views aims to ensure that all pupils:

- **Know about and understand a range of religions and world views, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising diversity that exists between and within communities and individuals.
 - Identify, investigate and respond to questions and responses offered by some sources of wisdom
 - Appreciate and appraise the nature, significance and impact of different ways of life for a range of different world beliefs (Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism, Humanism) and to foster spiritual development without promoting one religion over another
- **Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:**
 - Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical and moral issues
 - Appreciate and appraise varied dimensions of religion and world view
- **Gain and develop the skills needed to engage seriously with religions and world views, so that they can:**
 - Investigate key concepts and concepts of belonging, meaning, purpose and truth
 - Enquire into what enables different individuals and communities to live together respectfully
 - Articulate beliefs, values and commitments in order to explain why they are important in their own and others' lives

1.4 Statutory requirements

1.5 All pupils at Ravenbank are entitled to receive RE as part of a broad and balanced primary curriculum that supports their spiritual, moral, social and cultural development. Each year group is required to study Christianity for 50% of the curriculum and will also learn about at least two other principal world religions. This will allow them the opportunity to be able to further develop their understanding of world religions/beliefs and the value they have to believers. The two principal religions, Hinduism and Islam, have been decided as a reflection of the faiths of Ravenbank pupils, faiths found in our local area, the north west, Great Britain and the wider global community. Different religions may be studied across the school in order to give children the opportunity to explore a range of world religions before they leave primary education.

Right to withdraw procedure

Parents/guardians have the right to withdraw their child from Religious Education. The school procedure for this is to inform the Head Teacher of your intention to withdraw. Whilst the school will supervise the child, there is no requirement for the school to arrange alternative lessons/ provision.

1.6 The prevention of religious extremism

The local agreed syllabus aims to encourage pupils to explore their own beliefs (whether they are religious or non-religious).

It also offers children the opportunity to examine issues of religious belief and faith and to express their responses. Through a broad, balanced approach and the coverage of several world faiths, the curriculum also helps to build resilience to anti-democratic or extremist narratives.

Should the school become concerned over indoctrination, radicalisation or extremism from any member of staff, visitor or family member, we would take action. The PREVENT officer within Warrington Local Authority would be contacted and consulted as a result of any concerns raised. Should there be any concerns about a member of the Senior Leadership Team, the Chair of Governors should be contacted and would also then contact the Local Authority.

2. Implementation

2.1 R.E should have a minimum allocation time of 5% of curriculum time, which equates to approximately 1 hour per week. However, teachers are able to use professional judgement and flexibility in deciding how to allocate this time.

4-5s: 36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

5-7s: 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of R.E days)

7-11s: 45 hours of tuition per year (e.g. an hour a week, or a series of R.E days or weeks amounting to 45+hours of R.E)

2.2 An enquiry-based approach will be used when delivering and learning the R.E curriculum. This is delivered through four main areas:

- Shared human experience
- Living religious traditions
- Beliefs and values
- Search for personal meaning

2.3 The teaching and learning in R.E is largely enquiry-based, with children exploring their knowledge of different world religions and the importance the teachings have not only to their believers, but also in developing a tolerant, respectful wider world.

2.4 Learning outside the classroom

Children also often visit local places of worship and sacred spaces to enhance their learning outside of the classroom. During these visits, children engage in different activities to challenge the depth of their understanding of key beliefs in each religion.

Visitors will also be welcomed in assemblies and workshops to allow opportunities to learn from people of different world views.

2.5 There are numerous opportunities for children to engage in cross-curricular learning within R.E. For example, we join our history and R.E learning when working alongside local churches to commemorate Remembrance Day each year. Children are also able to explore real-life links through the involvement of the local community.

2.6. Inclusion

We are committed to the provision of equal opportunities across all subjects including religious education regardless of gender, race and ability and so the curriculum provides parity for all groups of pupils. Pupils with SEND will work in the same manner as in other curriculum areas and may receive differentiation in approach, language and expected outcome – this will be in accordance to the varying needs of the pupil.

2.7 EYFS

R.E contributes to the development of children's characteristics of effective learning by encouraging them to be curious about objects, events and people around the world and by making links and noticing patterns in their experiences, compared to someone else's. R.E allows EYFS children to begin to ask questions about themselves and others. It is important to encourage exploration of these questions support children to develop emotionally, spiritually and morally. R.E will also help them to develop a sense of place in their family, community and the world.

3. Impact

The curriculum for R.E is successfully implemented throughout school and is designed to ensure that progress can be measured by assessing both the knowledge and skills pupils gain each year.

Children are provided with a curriculum that allows children to reach their fullest potential by giving them opportunities to demonstrate the depth of their understanding of a variety of world beliefs through a range of staggered questioning. Through this approach, many children are able to work towards their fullest potential, with a number of children working at greater depth within their year group's R.E curriculum.

Assessment in R.E. can be evidenced and informed by: pupil voice sessions, a variety of tasks in lessons, floor books, higher order questioning, photographs, records of discussion and also in the teacher's planning. The R.E. subject leader will use these forms of evidence, in addition to learning walks, book monitoring and discussions with children, in order to monitor standards in this curriculum area.