

Policy Connections

This policy should be read in conjunction with the Schemes of Work and subject mapping for R.E, Collective Worship, Spiritual, Moral, Social and Cultural, PSHE and Citizenship Policies and the Supplementary Guidance for Policies document (covering Philosophy & Ethos; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting and Supporting Learning Beyond the School).

Aims and Purpose of Study

The aims of Religious Education at The Loyne Specialist School are to enable pupils to:

- Develop their self-knowledge and awareness.
- Understand the world they live in as individuals and as members of groups.
- Bring their own experiences and understanding of life into the classroom.
- Develop positive attitudes towards others, respecting their beliefs and experiences.
- Reflect on and consider their own values and those of others.
- Deal with issues that form the basis for personal choices and behaviour.
- Increase their knowledge of religious beliefs, practices and experiences.
- Develop understanding of the meaning of stories, symbols, events and pictures.
- Continue developing and communicating their individual responses to a range of views.

Teaching and Learning

At The Loyne Specialist School we follow the Lancashire Agreed Syllabus for RE 2016 – ‘Searching for Meaning’. At the core of this syllabus is the principle that pupils should develop their understanding of what it means to be human. This understanding should be developed by exploration of the following four areas during teaching and learning which will be delivered over the course of each topic:

- Shared human experience - What we do and what qualities do we have as human beings?
- Living religious traditions – How do people show or share their beliefs?
- Beliefs and values – What does that religion believe?
- Search for personal meaning – What do pupils think? How does this relate to their personal lives?

We use a range of teaching and learning styles to deliver the Religious Education framework. We place an emphasis on active learning and focusing on the senses:

- Using sensory materials and resources through sight, touch, sound, taste or smell e.g. music, tactile artefacts and foods.
- Giving pupils first hand experiences e.g. visitors to school, visits to religious buildings and involvement in festivals.
- Organising a range of activities to give personal experience e.g. dance, drama, visits to a range of environments.
- Helping pupils to understand and appreciate their world and its diversity.
- Using a range of resources e.g. interactive/sensory stimuli, ICT to increase pupils’ knowledge of religions and the elements in them.
- Using specialist aids and equipment.
- Providing support from adults/other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role play, presenting work as a painting instead of writing.
- Being aware of the pace at which pupils work and of the physical and mental effort required.

- Balancing consistency and challenge according to individual needs.

Withdrawal from Religious Education

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, encouraging pupils to develop their own beliefs and values through RE. Any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with the Headteacher to discuss the approach we take to RE. The School does not support selective withdrawals from RE lessons.

Method of Delivery

Creative learning opportunities are developed across the curriculum to enhance the delivery of Religious Education. Whole school theme days focussing on multi cultural aspects include links to the Religious Education curriculum as do many of our assemblies. Religious Education is also delivered as specific weekly teaching sessions in the Primary Phase and termly modules in the Secondary Phase. Teachers plan a unit of work which outlines the content, learning activities, learning outcomes and resources. The short term planning specifies the focus for each lesson. The broad areas of content for each key stage are listed below.

Early Years Foundation Stage

Pupils in the Early Years Foundation Stage will be taught Religious Education as an integral part of their topic work covered during the year. The Lancashire Agreed Syllabus states that this is a statutory requirement for pupils in the final year of this stage (Reception) but it is considered good practice to include all children within this stage. The work will relate to the requirements set out in the Statutory Framework for the Early Years Foundation Stage 2012 and will link closely to the following areas of learning:

- Communication and language
- Personal , social and emotional development
- Understanding the world

The focus will be on special times in our community and around the world, and will focus on Christianity and one other religion and will include such special times as Harvest, the Christmas Story, Shrove Tuesday, the Easter Story and a story from a non-Christian faith.

Primary Phase

In Key Stage 1 and 2 pupils will have the opportunity to learn about Christianity and other principal religions. Religions and beliefs represented in the school community should also be a focus.

Key Stage 1

The focus of teaching RE in Key Stage 1 will be on one key question:

Where do we belong?

This topic will be considered through the following sub themes:

Year A: Key question for the year: WHERE DO WE BELONG?

- **How do we show we belong?** (Focus – **Judaism** Belonging to a tribe, travelling together, being a community. Sukkot)
- **What are the special places in our community?** (Focus – **Christianity: The Church** Importance of the family, the Christian church as the family of God)

- **What helps build our community?** (Focus – **Christianity: Jesus** Christians must act out of love to help others)

Year B: Key question for the year: WHERE DO WE BELONG?

- **When are important times for our communities?** (Focus – **Christianity: God** Giving to others, the Christmas story)
- **How do we show we belong?** (Focus – **Islam** showing belonging in the Muslim faith)
- **What helps our community?** (Focus – **Buddhism** Buddhist duty to care for all living things, story of Siddhartha and the Swan)

Key Stage 2

The focus of teaching and learning at Key Stage 2 will be on 2 key questions. The units of work will link to these key questions allowing pupils to develop their understanding over a longer period of time.

Lower Key Stage 2

Year A: Key question for the year: WHAT DO PEOPLE SAY ABOUT GOD or their SPIRITUAL PATH?

- **How do some people behave when they believe in the Path of the Buddha?** (Focus – **Buddhism** How do my actions affect others? Stories of the life of the Buddha)
- **What is God like?** (Focus - **Hinduism** How do I describe myself and others? The Hindu story of Ganesh)
- **What do some people do when they believe in God?** (Focus – **Christianity: The Church** The importance of water to life. Baptism in Christianity)

Year B: Key question for the year: WHAT DO PEOPLE SAY ABOUT GOD?

- **How do some people feel when they believe in God?** (Focus – **Christianity: God** How are we accepted by others: Jesus was a special baby. The Christmas story)
- **What stories are told about God?** (Focus – **Christianity: Jesus** Forgiveness and starting afresh. New life. The Easter Story)
- **How do people find out about God?** (Focus – **Sikhism** How can I serve others? The Sikh Mool Mantra. There is one God)

Upper Key Stage 2

Year A: Key question for the year: HOW DO WE RESPOND TO THINGS THAT MATTER?

- **How does worship help people?**(Focus – **Judaism** worshipping God through Hannukah and Sukkot)
- **Why do some people have religious rituals?** (Focus – **Christianity: Jesus** Do I have the power to change something? Christians communicate with God through prayer)
- **Does worship have to happen in a special time/place?** (Focus – **Islam** Why should I pray, what are the rituals, Muslim belief in praying 5x per day)

Year B: Key question for the year: HOW DO WE RESPOND TO THINGS THAT MATTER?

- **What do special stories teach us?** (Focus – **Christianity: God** What does it mean to give and receive a gift? Jesus was sent as a special gift. The Christmas story – gifts of the 3 Kings)
- **Can worship help people remember what is important?** (Focus – **Hinduism** what can I do to make someone feel special? Showing love draws you closer to God, Hindu worship)

- **How and why is celebrating important in worship and religion?** (Focus – **Christianity: The Church** Where do I get my inspiration from? Celebration of the Pentecost, idea of the Trinity)

The **Secondary** classes follow a five year cycle, covering 3 key questions

Year A: Key question for the year: WHO SHOULD WE FOLLOW?

- **Who should we look up to?** (Focus – **Christianity: God** Who do I respect? What do I think about famous people? Christians believe Jesus is present in their lives. Christmas story)
- **What qualities make a good leader?** (Focus – **Sikhism** Who influences me? Good and bad influence. For Sikhs the word of God is revealed through Gurus)
- **What makes a good leader?** (Focus – **Christianity: The Church** Who is worth following? Are friends my role models? Christians follow Jesus' example)

Year B: Key question for the year – HOW SHOULD WE LIVE OUR LIVES?

- **What lights our way?** (Focus – **Christianity: God** Imagery of light, awareness of light in our daily lives, light as an important part in Christian celebration of Christingle and Christmas)
- **What do the religions say about doing good?** (Focus – **Hinduism** Does good always overcome evil? Do we see goodness in our friends? Divali and the Story of Rama and Sita)
- **Why are some occasions sacred to believers?** (Focus – **Christianity: The Church** Celebrating a meal with special people. What is our favourite celebration food? The Eucharist)

Year C: Key question for the year: WHO SHOULD WE FOLLOW?

- **Who has the X Factor?** (Focus – **Islam** What special qualities do I have? Which famous person do I look up to? Muhammad is a special prophet to Muslims)
- **What qualities make a good leader?** (Focus – **Christianity: Jesus** Have I ever been rescued? How does it feel? Could I rescue others? New Testament stories of Jesus showing salvation. The Easter story (Maundy Thursday and Good Friday)
- **Who inspires you?** (Focus – **Judaism** Who do I trust? Why? Am I trustworthy? The story of Exodus)

Year D: Key question for the year – HOW SHOULD WE LIVE OUR LIVES?

- **How do religious families and communities practise their faith and what contribution does this make to society?** (Focus – **Judaism** Do my beliefs affect my actions? What groups do I belong to? Jewish charities and the importance of the synagogue to support Jewish society)
- **What are we prepared to sacrifice/never sacrifice?** (Focus – **Christianity: Jesus** What have I given up? How did it make me feel? Jesus made a sacrifice by dying. The Easter story.)
- **What is expected of a person following a belief or religion?** (Focus – **Islam** What commitments do I have? What rules do I follow? What clubs am I part of? The festival of Ramadan and the Five Pillars of Islam)

Year E: Key question for the year - WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LEAD THEIR LIVES?

- **What different kind of writings and stories are important to Christianity?** (Focus **Christianity: God** – Why is the Christmas story important? Do I believe it? The gospel versions of the story of Jesus' birth)
- **What do religious texts and teachings say about God and human life?** (Focus – **Christianity: Jesus** What makes us human? Can Jesus be both human and God? What does the Easter story tell us about this?)

- **What can stories teach us?** (Focus – **Buddhism** What traditional tales do we know? What can stories teach us? What can Buddhist stories teach us? The Eightfold Path and the Dharma)

FE Centre

Religious Education is delivered in accordance with the FE Scheme of work. The main focus is on the pupils' continuous exploration of, and development in, moral and ethical issues which they encounter as individuals, as part of a group, in the local environment and in a global context.

Cross Curricular Delivery

N.B. There is an important overlap between the delivery and the work covered in PSHE and Citizenship and the aims and delivery of Religious Education. Much of this also forms part of the SMSC (Spiritual, Moral, Social and Cultural) delivery in the school. These links are recognised by the school. Many of the aims of Religious Education are further developed through PSHE and Citizenship lessons and in our assemblies, all of which forms part of the SMSC delivery.

Religious Education issues are also introduced and developed through other curriculum areas, for example:

- Language and communication – listening to and reading sacred texts and stories, extracting information from sources such as reference books, talking about their work and presenting their own ideas through a variety of communication systems.
- Humanities – how human beings treat each other throughout the world and use the environment.
- ICT – extracting information from sources such as CD/DVDs, e-mails and the internet.
- Science – develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available/moral and religious issues.
- PSHE and Citizenship – helping pupils to understand and respect people of different beliefs, practices, races and cultures/building up relationships/moral dilemmas e. g. right and wrong/human rights.

Continuous Delivery of Religious Education

The Scheme of work offers the continuous learning outcomes for Religious Education. They offer possibilities for discreet subject specific lessons in Religious Education, cross-curricular provision and activities that permeate throughout school life. Initiatives such as 'home/school' diaries also help to raise awareness of good behaviour, attitudes and values.

Activities that Permeate throughout School Life

Throughout a pupil's time at The Loyne Specialist School they will have opportunities to:

- Celebrate a wide variety of Religious Festivals throughout the year covering all the six main religions e.g. in assemblies, theme days/weeks.
- Meet and communicate with people practising Christianity and other religions represented in the area e.g. representative of different faiths coming into school, going on visits such as to a Mosque or to our local churches.
- Prepare to play an active role as citizens by working on school and community projects e. g. Homelessness, Children in need, Red Nose Day.
- Develop an understanding of 'global' concerns e.g. lack of water, food, through the work of agencies such as CAFOD, Christian Aid, Oxfam and our local 'Global Link'.
- Appreciate the value of others and of being part of a group e.g. celebrating achievements through the house point system, Head Teacher's award, Star of the Week, Records of Achievement.

- Produce displays about religious and faith celebrations which help to raise awareness of pupils, staff, governors, parents/carers and visitors to our school.

Resources

Resources for the delivery of Religious Education throughout the school are continually developed and are held in relevant classrooms. In addition Big Books, reference books and others are kept in the school library.

Monitoring and Review

The Religious Education Subject Leader and Head Teacher are responsible for the monitoring and review of this policy, which will be reviewed in accordance with the school Development Plan.

Policy by: Lucy Brouwer
Updated: October 2017
To be Reviewed: May 2021