



RE Policy

A high quality Religious Education will enable all children to explore religious beliefs and practises, some of which are located in the local community; pupils will be encouraged to explore the fundamental questions of life raised by human experiences; pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development. Religious Education, at Lyncrest Primary School, allows children to foster and develop a mutual understanding between differing religious and cultural backgrounds. It will also allow our children to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry where pupils are encouraged to respect differences and help in the promotion of a harmonious society. Through the teaching and learning of Religious Education, we seek to develop these key characteristics within the subject:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Teaching and Learning for Religious Education

Classes undertake a sequence of Religious Education lessons every half term. Teachers follow the teaching and learning policy when delivering Religious Education lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject so that this knowledge and understanding can be applied and progressed upon as they move through year groups. During Religious Education lessons, there is a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Religious Education Curriculum Planning

The National Curriculum is used as the basis of curriculum planning. Class teachers also use the local agreed syllabus for Religious Education in Northamptonshire (SACRE) in order to ensure they deliver a breadth of study in the field and to assist with planning. Further specific guidance for planning is provided by Chris Quigley Essentials to plan Religious Education lessons that work towards threshold concepts and their relative milestones. These concepts and milestones form the intention for the children's learning and

planning is based around meeting these intentions.

These intentions are:

- To understand beliefs and teachings of various religions.
- To understand practices and lifestyles (in the day to day lives and practices of various religions).
- To understand how beliefs are conveyed (through books, scriptures, readings and other important means of communication).
- To reflect (upon how religion plays an important role in the lives of some people).
- To understand values (and how others hold these as important aspects of their lives).

Religious Education across the school builds upon prior learning and as such intentions are repeated across year groups; however, a progression is found within the milestones we wish for the children to achieve across each year group. This progression can be found within the long term Religious Education plan within the Chris Quigley Essentials scheme.

Religious Education in EYFS

Teaching and learning within Religious Education for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum. This is delivered through a range of topics that lets them explore their immediate environment and the wider world. Early Learning Goals focused on are:

- People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.

Assessment Practice for Computing

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs.