



# Longford Park School

Believe • Belong • Become

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## RE POLICY

Longford Park School

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Author : **Stephanie Meadows**  
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## **Longford Park RE Policy**

### **The aims of Religious Education at Longford Park**

At Longford Park Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Religious education at Longford Park should actively promote the values of truth, justice and respect for all and care of the environment. It should place particular emphasis on:

- We want RE to be challenging, inspiring and fun
- Pupils valuing themselves and others
- The role of family and the community in religious belief and activity
- The celebration of diversity in society through understanding similarities and differences
- Recognition of the influence of religion in the local, national and global community
- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- Have respect for other peoples' views and to celebrate the diversity in society.

### **Legal requirements**

The legal requirements for Religious Education in maintained schools are set out in full detail in the Government Guidance 2013. It must be taught according to a locally agreed syllabus 2022-2027. Trafford's Agreed Syllabus is fully in line with its requirements.

Parents have the right to withdraw their child/children from RE lessons. However, this must be requested in writing to the Headteacher. Written permission needs to be requested and updated annually. Withdrawing pupils from RE and the issues surrounding this, including the negative implications, must be highlighted to the parent (for example, missing lessons that may link to other subject areas, for example, Literacy lessons, which may have an impact on the pupil's progress and learning), as well as issues of discrimination. The withdrawal of a child from RE lessons should be the last resort as RE is an important part of learning and understanding about the world and community.

For further details on these rights, see the Education Act of 1996 and the School Standards and Framework Act of 1998.

## **Time allocation for RE in the curriculum**

It has always been recognised in law that RE should have equal standing in relation to core and foundation subjects, therefore “reasonable time” should be available on the timetable. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali and Pesach (amongst many others) to develop their religious thinking.

Longford Park School organises visits to local places of worship and invites representatives of local religious groups to come into school and talk to the children. Each Class should arrange at least one RE visit or Visitor to visit the school each academic year. They should also arrange one celebration/theme day based on their curriculum. This is monitored by the RE Subject Leader.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group providing scaffolding where necessary
- Providing resources of different complexity, adapted to the ability of the child
- Using classroom assistants to support the work of individuals or groups of children and extend that of other pupils.

## **Contribution of RE to other subject areas:**

### **English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. Children are often encouraged to make books and record information in order to develop their writing ability.

### **Information and communication technology (ICT)**

We use ICT where appropriate in RE. The children find, select and analyse information, using the Internet and CD ROMs and also use ICT to review, modify and evaluate their work and to improve presentation. Teachers use interactive whiteboards for whole class or group teaching.

### **Personal, social and health education (PSHE) and Citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other

people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives. Longford Park School has been involved in charity projects that offer the children the opportunity to learn about and support others in need. E.g. Harvest Festivals (giving food to the Barnet Food Bank), and giving to charities (Children in Need, Wear it Red – against racism, Jeans for genes amongst others).

### **Attitudes in RE**

While the knowledge, skills and understanding of Religious Education are central, it is vital that Religious Education should encourage pupils to develop positive attitudes to their learning and to the beliefs and value of other people. The Longford Park policy agrees with the National Framework that the following four attitudes are essential for good learning in Religious Education, and should be systematically developed at each stage or age.

Trafford agreed syllabus identifies:

For pupils with emotional and behavioural difficulties (EBD), RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences. RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions. RE can assist in the development of pupils' maturity and self-awareness.

### **Self-awareness**

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people

### **Respect for all**

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Being ready to value difference and diversity for the common good
- Appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings, ideas and beliefs of others

### **Open-mindedness**

- Being willing to learn and gain new understanding
- Engaging in debate or disagreeing reasonably and respectfully, without belittling or abusing others
- Being willing to go beyond surface impressions and challenge misconceptions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

### **Appreciation and wonder**

- Developing their imagination and curiosity
- Recognising that knowledge is bounded by mystery
- Appreciating the sense of wonder at the world in which they live
- Developing their capacity to respond to questions of meaning and purpose

### **Assessment and recording**

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study in The Trafford Agreed Syllabus.