

Religious Education Policy

Lambourn CofE Primary School

“Let Your Light Shine”

We take our vision from the candle that we light at the start of each collective worship as it represents the school being a beacon within the community. Through great education and guidance, we are lighting the pathway in life and the light of Gods' love.

Our Bible Verse

¹⁴ “You are the light of the world. A town built on a hill cannot be hidden. ¹⁵ Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. ¹⁶ In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:14 – 16

Shared with School Community	Date: 12.05.24
Last reviewed on:	Date: 12.05.24 Date: 12.03.26
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Approved by Principal:	Date: 12.05.24

The Legal Position

The school, in accordance with the 1996 Education Act, provides Religious Education for all pupils registered at the school. Religious Education and the National Curriculum make up the basic curriculum but parents can withdraw children from all or part of the lessons. Parents wishing to do this should contact the school via telephone: 01488 71479, email: admin@lambourn.excalibur.org.uk or in person.

The Education Act 1996 states that the Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions and worldviews represented in Great Britain.

An Agreed Syllabus, and Religious Education taught according to it, must not be designed to promote any religion or worldview on pupils. Further, while exploring responses to ultimate questions, non religious worldviews, such as secularism and Humanism, should also be considered (as per section 10 of the Equality Act 2010).

The purpose of Religious Education is not to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our Religious Education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'.

Our Christian values underpin our vision. We believe that every child is unique and they are valued, and supported to reach their full potential. We promote a culture in which all members of the school community treat one another with love, integrity, Grit, hope and trust.

Through our practice and curriculum, we encourage children to develop an understanding of our shared humanity while recognising and respecting diversity and difference. By fostering these principles, we aim to equip pupils with the attitudes and skills needed to build positive, meaningful relationships that support their wellbeing, learning, and participation in society.

Teaching and Learning

- At Lambourn C of E Primary learning is based on the Pan-Berkshire agreed syllabus for Religious Education (2025-2030), titled *Pathways to Understanding*. To meet this syllabus, our curriculum is supported by *Understanding Christianity* and *Discovery RE*.
- Priority is given to Religious Education. It has double the amount of units compared with other enquiries.
- Through our teaching, we continue to explore and reflect on the values of Love, Integrity, GRIT, Hope and Trust.
- RE is taught either as a discrete subject or as part of a cross curricular approach (where the links are strong).
- We have an enquiry-based curriculum which explores key questions about religious beliefs and non-religious world views. The curriculum focuses on "Pathways to Understanding," covering core concepts like God, belief, behaviour, community, and identity, while incorporating theology, human/social science, and philosophy.
- Children gain knowledge and understanding about a range of religions: Christianity, Judaism,

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Hinduism, Sikhism and Islam and Non-religious worldviews.

- Our curriculum promotes respect and open mindedness towards others with religious and non-religious world views, different faiths and beliefs and encourages pupils to develop a sense of identity and belonging through self-awareness and reflection.
- Our curriculum ensures there is continuity and progression for pupils through the skills and knowledge taught in each year group. We have identified key concepts which are revisited over time to secure children's understanding and strong schematic links. The key concepts are: **creation**, **celebration**, **incarnation**, **worship**, **salvation (Christianity only)**, **gospel (Christianity only)**, **belief** and **God**.
- All enquiries start with a knowledge harvest/quadrant quiz, so we can establish what the pupils have recalled about our key concepts and retrieve previous learning. This is used to inform teaching.
- We are mindful some children have gaps in cultural capital, life experiences or individual needs. We address this in our planning so that all children can access the curriculum. We use photos, concept circles and displays on our working walls to support this.
- To support, this we have identified key vocabulary that children will be able to understand and use.
- We teach creatively to engage interest, encourage reflection and deepen thinking. Our approaches include drama, discussions, role play, diamond nine, compositional writing, reflections and debate.
- Our teaching uses a variety of resources, styles, and techniques.
- We use assessments to inform our teaching and learning.
- Progress in RE forms part of pupils' annual report to parents.

Religious Education Lessons

- Lessons begin with quadrant quizzes to enable recall and retrieval of prior learning about religious and non-religious world views
- Staff use a 'hook' to engage the pupils
- Balance between knowledge acquisition and skill application through discussion and debate
- Balance between opportunities for personal reflection and enquiry
- Opportunities to record and develop their own opinions in more detail in order to engage in ongoing dialogue with staff

Subject Leadership

- The RE subject leader will lead, support and monitor the subject and pedagogical practice. The curriculum and quality of teaching and learning will also be monitored, challenged and supported by the Academy Committee and Trust as part of systematic quality assurance processes. The outcome of the review will influence the future school development plan.
- The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular CPD and training.
- The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.

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Related documents:

Collective Worship Policy
SACRE

Other resources include:

Local Clergy
Local Places of Worship
Oxford Diocese (ODBE)

RE Statement of Curriculum Intent

Our intent is to engage our pupils in systematic enquiry into key questions that explore religious beliefs and non-religious world views, in line with the local syllabus. The children will gain knowledge and understanding of a range of religious and non-religious world views. They will use that knowledge to engage in informed and balanced conversations and exploratory activities about different religions and beliefs. Our religious education will offer our pupils the chance to reflect on their views and beliefs, and to develop spiritually, morally, socially and culturally.

We are growing children to be active, inclusive citizens in a worldwide community, with a good understanding and knowledge of different faiths, cultures, heritages and non-religious world views. Demonstrating respect, empathy and acceptance. Through enquiry work across several religions pupils are supported to develop their understanding of the fundamental principles of religion and non-religious world views enabling them to draw comparisons.