



RE Policy 2025-2027

Intent of our PE curriculum At Stepping Stones Short Stay School

- To provide children with an understanding of how RE impacts on us every day.
- To give children a broad range of experiences appropriate to any child of that age group.
- To encourage deeper thought and reflection on what it means to be human.
- To understand what Religious Education means.
- To foster tolerance and understanding of all faiths.

The aim of RE at Stepping Stones Primary School is for all our pupils to learn from and about religion, so that they can understand the world around them. We encourage an enquiry-based attitude to learning in RE following the Lancashire agreed syllabus. At the heart of Lancashire's syllabus is the quest to understand what it is to be human. It is our intention that learning about and from religion we can become more open minded, respectful and achieve greater self-awareness. The skills and attitudes developed through RE can thus make a significant contribution to promoting British Values and developing community cohesion.

Implementation and Teaching and learning

Our RE lessons are planned using the Lancashire Agreed Syllabus, which aligns with our core values, our whole child approach to RE and the objectives laid out in the National Curriculum. The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. These principles are considered by teachers when planning for individuals and groups of pupils. Where appropriate, in all activities, resources, task, groupings, support and teaching method will be adapted.

SEN/Inclusion and the RE Curriculum

To provide religious education that are appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that they are teaching. Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges.
 - Responding to the diverse learning needs of pupils.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- These principles are considered when developing the chosen units for use in RE.

Roles of the subject leader

The role of the RE subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in RE throughout the school.
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.

- Monitor progress in RE and advise the head teacher on action needed.
- Conduct work sampling regularly focussing on different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for RE.
- Keep up to date with developments in physical education and disseminate information to colleagues as appropriate.
- Provide an annual action plan to maintain an effective and developing RE curriculum.
- Raise and maintain the profile of RE across school.