

Morland Area CE Primary School



Religious Education Policy

School's Vision Statement

Vision statement

'A small school for all, making a big difference'

Set children off on the way they should go, and even when they are old they will not turn from it –

Proverbs 22:6

Our core values are honesty, togetherness, compassion, reverence and wisdom

For ourselves we try to be *honest* about our mistakes so we can change and improve.

For our school community we strive for *togetherness* being together as one family.

For the wider world we look for *compassion* within ourselves, so we care for others and help them.

In our Worship we want *reverence*, so we have deep respect for all humanity and their beliefs.

When we are learning we will take time to have *wisdom* and understand and learn as much as we can then use this knowledge wisely.

Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally (SMSC) and intellectually is reflected in the RE curriculum.

In Morland Area Church of England School where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is *'a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'*, Statement of Entitlement 2019. (Please see Appendix 1 for Statement of Entitlement)

The school provides a RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, adapted activities and using a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith/worldviews and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;
- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

Aims

In keeping with the expectations set out in the Statement of Entitlement, the aims of RE in this school are:

1. To enable pupils to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text.
2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
5. To encourage pupils to explore their own religious, spiritual and philosophical ways through living, believing and thinking.

Legal Framework

As a voluntary aided school, as required by law, we provide RE in accordance with our trust deed.

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Morland Area Church of England School, we ask parents to discuss with the head teacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish;
- contributes to British values and to pupils' spiritual, moral, social and cultural development;
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and worldviews;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure all pupils make progress and flourish.

In addition to providing RE in accordance with our trust deed, we follow the Cumbria Agreed Syllabus using Understanding Christianity as our main teaching framework supplemented by Discovery RE.

There are clear learning outcomes for all units of work, based on the appropriately high expectations we have for all our pupils. Our RE curriculum is sequential and builds on prior learning which ensures that there is continuity and progression for all pupils as they move through the school.

Curriculum balance and time

In this school the faiths/worldviews taught in RE are:

- in KS1, Christianity and Judaism.
- in KS2, Christianity, Judaism, Hinduism, Islam and Humanism.

RE has at least 5% of curriculum time i.e. 50 minutes per week in the foundation stage and Key Stage 1 increasing to 1 hour per week in Key Stage 2. RE is taught 36 hours per year (50min a week) in the Foundation Stage and Key Stage 1 increasing to 45 hours per year (1 hour a week) in Key Stage 2.

Of the RE taught, 65% focusses on Christianity and 35% focusses on other faiths.

Our focusses on Christianity, Judaism, Hinduism, Islam and Humanism are based on our belief that we strongly encourage our staff to use RE lessons to deliver RE to celebrate diversity within Christianity, other faiths and worldviews, and to develop our pupils as global citizens with a respectful and secure understanding of the beliefs and practices of their neighbours across the country and round the world.

A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest. We have RE resource boxes for all the faiths studied, these are used to support teaching and develop pupil's understanding of each faith.

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

Spiritual, Moral, Social and Cultural Development (SMSC) / British Values

- RE is a key opportunity to develop morally, spiritually, socially and culturally. We invite pupils to reflect on their personal responses to issues and consider respectfully those of others.
- We encourage pupils to consider the answers offered by faith and other groups to questions of meaning and purpose and to problems within societies as well as their own experiences.
- RE also strongly supports the school's citizenship work by introducing pupils to the significance of belonging to a community, diversity within communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on the British Values of *democracy, the rule of law, individual liberty, and respect.*

Health and Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of places.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Recording, Feedback and Assessment

In our school, staff and pupils use the knowledge organisers to refer to and build on knowledge and understanding of the faith or world view being taught. In Key Stage 1 and Key Stage 2 knowledge organisers are used at the beginning of a unit with the pupils and built on throughout the half term. Each pupil has their own RE book to record their work in. Photographic evidence of activities is kept by staff in their planning folder, on the drive, or put into pupil's books. Pupil's work is marked in their books, or verbal feedback is given, to ensure they know how to improve their work within RE. Teachers carry out assessment in RE through ongoing formative assessments and end of unit tasks. Pupils are assessed at the end of a half term as working beyond/exceeding, working at, and working towards. Assessments are used by staff and the RE coordinator to monitor progress and have discussions about RE teaching in the school. All half termly assessments are sent to the RE Coordinator who has them in a central folder on the drive for purposes of monitoring.

In the Early Years Foundation Stage, the focus on RE is through stories, songs, visits and practical tasks. Photographs are taken and notes are made each week of what has taken place in the lesson, these are sometimes shared on Tapestry. Pupil responses are linked to the EYFS Curriculum areas. At the end of each half term a record of the work completed is put in a central folder and used for purposes of monitoring.

To ensure flourishing and progress teachers will:

- identify development in the different areas of learning in the subject beyond the acquisition of factual knowledge;
- recognise the range of skills and attitudes which the subject seeks to develop;
- employ well-defined criteria against which to measure progress and achievement;
- ensure that pupils are involved in determining and understand their next steps;

- enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development; and
- provide accurate reports to parents/carers.

Leadership & Management

The teaching, assessment and resourcing of RE is managed by the RE subject leader (in collaboration with leaders) to ensure that statutory requirements and those set in the Statement of Entitlement are met.

The RE subject leader will:

- will support and regularly monitor the subject across the school for its strengths and areas for development in line with SIAMS and Ofsted guidance about self-evaluation;
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE; and
- ensure that RE provision reflects diocesan advice and recommendations.

Review

There will be a review of this policy every 3 years. Its impact will be monitored by the RE leader, together with senior leaders and governors. This will include discussions with pupils, other members of staff, observing teaching and scrutinising pupils' work.

Date of policy: 1st February 2024

Review date: 1st February 2027

Signed: