

St Agnes C.E. Primary School

Religious Education Policy

Approved by: Standards and Curriculum Committee **Date:** July 2022

Next review due by: July 2024

I have come in order that you might have life - life in all its fullness.

John 10:10

Every child has the right to think and believe what they choose and also to practise their religion,

Article 14; UNCRC

Introduction

Our RE education helps support our mission: 'Love To Learn, Learn to do Well, Live Well Together'. We instill a love of learning in all our pupils through a broad, balanced and enriching education. We ensure our pupils are ready to overcome any challenge through resilience, independence and team work. Our strong spiritual and moral foundation, as a Church of England school, ensures our pupils will become caring, respectful well-rounded global citizens.

RE alongside the National Curriculum

The National Curriculum states the legal requirement that:

"Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The aim(s) of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews

- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:
- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:
- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Equal Opportunities

Refer to the School Policy.

Resources

The school uses Manchester's Agreed Syllabus and its main guidance. Appropriate resources and artefacts supplement this.

Assessment and Recording

Refer to the School Policy.

Particular Features

- Religious Nurture is the responsibility of the faith communities. Religious Education is the responsibility of the school

- Under the Education Reform Act, parents have the right to withdraw children from Religious Education
- A teacher has the right of withdrawal from teaching Religious Education
- Strong links with St Agnes' Church and other faith providers
- Festivals are celebrated and provide an opportunity to emphasise similarities and differences between religions

School leaders' responsibilities

It is the head teacher's duty to ensure that:

RE is provided in accordance with this Agreed Syllabus for all registered pupils at the school:

- parents receive an annual written report on their child(ren)'s attainment and progress in RE
- requests from parents for the withdrawal of their child(ren) from RE are responded to and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

The governing body is responsible for ensuring that:

RE is included in the curriculum:

- sufficient time and resources are devoted to RE to enable the school to meet its legal obligations and to deliver an RE curriculum of quality.

The RE school lead will:

- provide advice for individual teachers about the implementation of the policy and guidelines and the use of artefacts and resources.

In-house training is provided in accordance with the School Improvement Plan. The priority given to the development of RE will be reviewed and will differ from year to year.

Teaching Methods and Approaches

RE is taught in a variety of ways, e.g. subject specific and cross-curricular units of work. Class teachers use a variety of both group and whole class teaching. There is a 'hands on' and multi-sensory approach, incorporating a range of learning opportunities including, visual, auditory and kinesthetic. (VAK) Special days, educational trips, visitors and guest speakers also enrich it.

Links with Other Subjects

There are clear links at the school between RE and other areas of the curriculum, but most naturally with PHSE and citizenship, Literacy and the expressive arts (music, dance, drama and art).

Refer to RE Guidelines and to Teacher Planning Files.

Guidelines for the teaching of Religious Education

The approach of Manchester's Agreed Syllabus for RE is educational, not one of religious nurture and it supports the spiritual, moral, social and cultural development of all pupils. It also upholds the Equal Opportunities Policy of the Manchester City Council.

Withdrawal

This was first granted when religious education was religious instruction and carried with it the connotation of induction into the Christian faith. RE has been very different from this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility.

Our practice will be to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

The R.E Curriculum

Early Years

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Refer to Agreed Syllabus for further details and the Programme of Study, which outline our own curriculum planning.

Key Stage 1 and 2

Refer to Agreed Syllabus for further details and the Programme of Study, which outline our own curriculum planning.

Use of Resources

It is the responsibility of the Headteacher in consultation with the Governors to see that RE is adequately resourced at St Agnes' CE Primary School. There is a resource collection, suitable for children across the age range, available in the RE section. Other resources including pictures, artefacts, online and other media

relevant to specific units either kept in the classroom of the appropriate year group or the RE coordinator's area.

Planning for Continuity and Progression

See the Manchester Agreed Syllabus 'Education in Religion'.

Teachers should be clear about the learning objective/s for the lesson, the time allocation, and the planned teaching and class group activities, including appropriate differentiation. Assessment tasks, if appropriate, should be highlighted. There should also be evidence of evaluation e.g. comments on:

- pupil response
- classroom/teacher management

Classroom Organisation

R.E should be developed in a variety of ways e.g. subject specific and linked units of work. A range of organisational strategies will be planned for, including whole class activities and occasions where groups of children work together or individually. Continuity and progression will be planned for through appropriate pupil learning experiences.

Differentiation

Work will be planned at times for differing abilities and different faith groups as identified and where necessitated.

Attainment

We use the End of Key Stage Statements of Attainment, which set out the knowledge, understanding and skills expected of most pupils at the end of each Key Stage.

Assessment, Recording and Reporting of Achievement in Religious Education

Assessment will focus on the learning objectives which mark progress through the key stages and the end of key stage statements which describe the types and ranges of performance which pupils characteristically demonstrate at the end of a key stage. A range of Assessment for Learning strategies will be incorporated into the medium/short term plans. Each child's progress through the RE syllabus is evaluated and reported to parents through the annual report in the Summer Term.

Marking of Work

Refer to Feedback and Marking Policy.

Home / School Links

Parents are:

- informed about the RE provision in School
- encouraged to take their children to visit places of worship and to bring religious objects into school
- encouraged to discuss any concerns with a class teacher
- confident that faith backgrounds of all children will be valued and supported
- informed of their right to withdraw their child from religious education