

St Mary's C.E. (A) School



**St. Mary's C.E. (A) Primary School**

**Greenfield**

## **Religious Education Policy**

**This policy will stand until the next review**

**'We enjoy learning and achieving in a Christian environment'**



# **St. Mary's C.E. (A) Primary School, Greenfield**

## **Policy for Religious Education**

***'All Scripture is breathed out by God and profitable for teaching'***  
***2 Timothy 3:16***

### **Equality Statement**

This policy and procedure is subject to the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

### **KCSIE**

This policy and procedure are subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2024), which outlines a child-centred and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility, and every person who comes into contact with children in whatever capacity has a role to play. They should, therefore, consider, at all times, what is in the best interests of the child and take prompt action where necessary.

### **Introduction**

As a Voluntary-Aided school of the Church of England, St. Mary's religious education is the governors' responsibility. It must be provided in accordance with the Trust Deed. This document is held in the Public Record Office in London, but copies are held at the Diocesan Registry in Manchester, as well as with the church and school.

The Trust Deed states that.....

".....the said school shall be under the management and control of the said incumbent for the time being."

which is interpreted as meaning to be in line with the doctrine of the Church of England and is accepted by the governors as such.

Every person is on a spiritual journey. Part of religious education is introducing children to the mysteries of existence and sharing experience. The governors hope that each child's search will result in an informed understanding and appreciation for the religious dimensions of life.

From September 2024, our school will be following the new Manchester Diocese Religious Education Syllabus for 2023-2028. The syllabus reinforces the importance of RE as an academic discipline. It will enable understanding concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief in religiously literate ways. The syllabus offers an inclusive education to all our young people, whatever their personal worldviews might be. This syllabus prepares the children and young people of our area for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and world views.

This new syllabus has been developed on behalf of the Manchester Diocesan Board of Education (MDBE) by RE Today for all Voluntary Aided Church of England Primary Schools across the diocese. It recognises our local communities and region as vibrant and unique, with much diversity of religion and belief. The population includes very large communities of tens of thousands of Christians, Hindus, Muslims, Jewish people and Sikhs and smaller groups of other significant faith communities, including Jains, Buddhists and members of the Baha'i faith. Many children come from families that hold nonreligious worldviews. RE taught using this syllabus allows all learners to share their experiences and to learn from one another and the religions

and beliefs in our community. This rich diversity influences the religions and beliefs that should be taught in religious education.

This syllabus also makes space for all pupils to explore their own positions with regard to religion and worldviews, as well as those of others engaged in engaging ways. RE taught using the new RE Agree Syllabus aims to support children in developing positive attitudes of respect towards people from all religions and worldviews. The syllabus continues in the tradition of ensuring that RE is responsive to the changing nature of schools and education. There is also close attention to the sequencing of the curriculum to enable pupils to know more and remember more and to deploy a rich knowledge of religions effectively.

## **Aims**

The principal aim of religious education is to explore what people believe and what difference this makes to how they live. This will help pupils gain the knowledge, understanding, and skills needed to handle questions raised by religion and belief and reflect on their own ideas and ways of living.

The threefold aim of RE elaborates on 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:
  - a. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - b. Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religious and non-religious worldviews
  - c. 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, significant impact of religious and non-religious worldviews so that they can:
  - a. Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - b. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - c. 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:
  - a. Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - b. Enquire into what enables different individuals and communities to live together respectfully for the well-being of all
  - c. Articulate clearly beliefs, values and commitments to explain why they may be important in their own and other people's lives

## **Legal requirements: what does the legislation in England say?**

### **RE is for all pupils**

- Every pupil has an entitlement to religious education
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England.

### **RE is plural**

- The RE curriculum drawn up by a Diocese, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.
- According to case law, an agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a 'pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief.'

- RE is an entitlement for all pupils unless their parents have withdrawn them from some or all of the RE curriculum

### **Intent**

RE explores big questions about life to find out what people believe and what difference this makes to how they live. It aims to help pupils make sense of religions and worldviews and reflect on their own ideas of living.

### **Implementation**

This agreed syllabus requires that all pupils study Christianity in each Key Stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hindu dharma, Sikhi, Buddhism, and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study.

### **Curriculum Design**

Our RE curriculum is structured so that it:

- Makes sense to pupils
- Focuses on core concepts
- Allows pupils to encounter diverse examples of religion and worldviews
- Enables pupils to embed learning in their long-term memory
- Makes space for pupils' own beliefs/worldviews
- Encourages pupils' personal development, applying their learning to living

### **Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy. On occasions, the curriculum and time allocated to teaching RE are flexible. RE themed days or experiences sometimes complement the regular programme of timetabled lessons.

RE Today developed this new syllabus and scheme of work on behalf of the Manchester Diocesan Board of Education (MDBE) for all Voluntary-Aided Church of England Primary Schools across the diocese.

| Year Group       | Autumn 1                                                                   | Autumn 2                                                                                                                | Spring 1                                                        | Spring 2                                                                                                           | Summer 1                                                                | Summer 2                                                                                       |
|------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Reception</b> | Unit 1<br>Why is the word of God so important to Christians? (Creation)    | Unit 2<br>Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians? (Incarnation) | Unit 3<br>Being Special: Where Do We Belong? (Thematic)         | Unit 4<br>Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation) | Unit 5<br>Which places are special and why? (Thematic)                  | Unit 6<br>Which stories are special and why? (Thematic)                                        |
| <b>Year 1</b>    | Unit 7<br>Who do Christians say made the world? (Creation)                 | Unit 8<br>Why does Christmas matter to Christians? (Incarnation)                                                        | Unit 9<br>Who is Jewish and how do they live? (Judaism)         | Unit 10<br>What do Christians believe God is like? (God)                                                           | Unit 11<br>What does it mean to belong to a faith community? (Thematic) | Unit 12<br>How should we care for the world and for others, and why does it matter? (Thematic) |
| <b>Year 2</b>    | Unit 13<br>What is the good news Christians believe Jesus brings? (Gospel) | Unit 14<br>What is the good news Christians believe Jesus brings? (Gospel)                                              | Unit 15<br>Who is a Muslim and how do they live? (Part 1 Islam) | Unit 16<br>Why does Easter matter to Christians? (Salvation)                                                       | Unit 17<br>Who is a Muslim and how do they live? (Part 2 Islam)         | Unit 18<br>What makes some places special to believers? (Thematic)                             |

| Year Group    | Autumn 1                                                                         | Autumn 2                                                                                       | Spring 1                                                                       | Spring 2                                                                                                                                  | Summer 1                                                                     | Summer 2                                                                                                              |
|---------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Year 3</b> | Unit 19<br>What is like for someone to follow God? (People of God)               | Unit 20<br>What is the Trinity and why is it important for Christians? (Incarnation/God)       | Unit 21<br>How do festivals and worship show what matters to a Muslim? (Islam) | Unit 22<br>How do festivals and family life show what matters to Jewish people? (Judaism)                                                 | Unit 23<br>What do Christians learn from the creation story? (Creation/Fall) | Unit 24<br>How and why do people try to make the world a better place? (Thematic)                                     |
| <b>Year 4</b> | Unit 25<br>What kind of world did Jesus want? (Gospel)                           | Unit 26<br>For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) | Unit 27<br>What do Hindus believe God is like? (Hindus)                        | Unit 28<br>Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)                                                      | Unit 29<br>What does it mean to be a Hindu in Britain today? (Hinduism)      | Unit 30<br>How and why do people mark the significant events of life? (Thematic)                                      |
| <b>Year 5</b> | Unit 31<br>What does it mean if Christians believe God is Holy and Loving? (God) | Unit 32<br>What does it mean to be a Muslim in Britain today? (Islam)                          | Unit 33<br>Why is the Torah so important to Jewish people? (Judaism)           | Unit 34<br>Creation and science, conflicting or complimentary? (Creation/Fall)                                                            | Unit 35<br>How can following God bring freedom and justice? (People of God)  | Unit 36<br>What matters most to Humanists and Christians? (Thematic)                                                  |
| <b>Year 6</b> | Unit 37<br>Christians and how to live: what would Jesus do? (Gospel)             | Unit 38<br>Why do Christians believe that Jesus was the Messiah? (incarnation)                 | Unit 39<br>Why do Hindus want to be good? (Hindus)                             | Unit 40<br>What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation) | Unit 41<br>For Christians, what kind of king is Jesus? (Kingdom of God)      | Unit 42<br>Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic) |

### **Teaching and Learning Strategies**

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged in line with whole school policy on teaching and learning.

### **Matching work to pupils' needs**

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a

religion through family practice. This of course may not relate to their general educational ability

## Assessment

Summative assessment takes place at the end of each unit of work. Teachers assess children's learning in RE by making informal judgements as they observe them during lessons. Each class records the whole class and group learning in an RE learning Journey and, in the Early Years Foundation Stage, a floor book. We report on pupils' progress and attainment in RE to parents, as required by the law. We make specific, individual, accurate comments on each child's progress in RE in annual reports based on regular work monitoring and transfer this information to new schools when pupils leave us.

Below are the end of phase outcomes

| Teaching and learning approach                                                                                                                                                                                                                                                                                                                                       | End KS1<br>Pupils can ...                                                                                                                                                                                                                                                                                                               | End lower KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                        | End upper KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                    | End KS3<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Element 1:</b><br><b>Making sense of beliefs</b><br>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. | <ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul> | <ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>  | <ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul> | <ul style="list-style-type: none"> <li>give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> <li>taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently</li> <li>in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul> |
| <b>Element 2:</b><br><b>Understanding the impact</b><br>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.                                                                                                                                                  | <ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> <li>show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>                                                   |

| Teaching and learning approach                                                                                                                                                                                                                                                                                                                             | End KS1<br>Pupils can ...                                                                                                                                                                                                                        | End lower KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                     | End upper KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | End KS3<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Element 3:</b><br><b>Making connections</b><br>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews – their ways of understanding the world. | <ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> <li>respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul> |

## Right of Withdrawal

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements

## Resources

The Lion Bible is used in the Foundation Stage and at Key Stage 1. The International Children's

Bible is used in Key Stage 2. School has a large number of RE books in the school library we have a central resource of artefact boxes for Christianity, Judaism and Islam. Funding is allocated to the RE Subject Leader as required. Understanding Christianity is the main resource used to facilitate learning.

### **Roles and responsibilities of the RE Subject Leader**

The RE Subject Leader is responsible for:

- Ensuring the RE Action Plan is carried out
- Ensuring teachers deliver the school scheme of work for RE
- Monitoring standards and progress in RE
- Providing advice and encouragement on RE for other staff as necessary
- Maintaining the RE resources
- Attending relevant courses, network meetings and disseminating information
- Monitoring and reviewing practice and standards in RE
- Leading Inset where necessary
- Informing the policy review process
- Liaising with the governing body where appropriate
- Leading the organisation of 'Experience' Days and other whole school RE events

### **Monitoring and Review**

The monitoring of the standards of children's work and the quality of teaching in RE is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject and providing strategies lead and direction for the subject in the school. The RE subject leader undertakes an annual audit of the RE Curriculum. This results in the production of a one year action plan which aims to further improve the quality of the RE curriculum. A small amount of directed time has been allocated to enable the subject leader to review evidence of the children's work, and to undertake lesson observations of RE teaching across the school. There is a RE Governor linked to the subject leader who evaluates the monitoring and reports back to the Governing Body.

Signed: *Sara Keaney*

Chair of Curriculum, Policy, and Standards Committee

**Next review:** 3 years or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.