

# Manor Religious Education Policy



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Approved by:	Directors/CEO/CEA
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This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

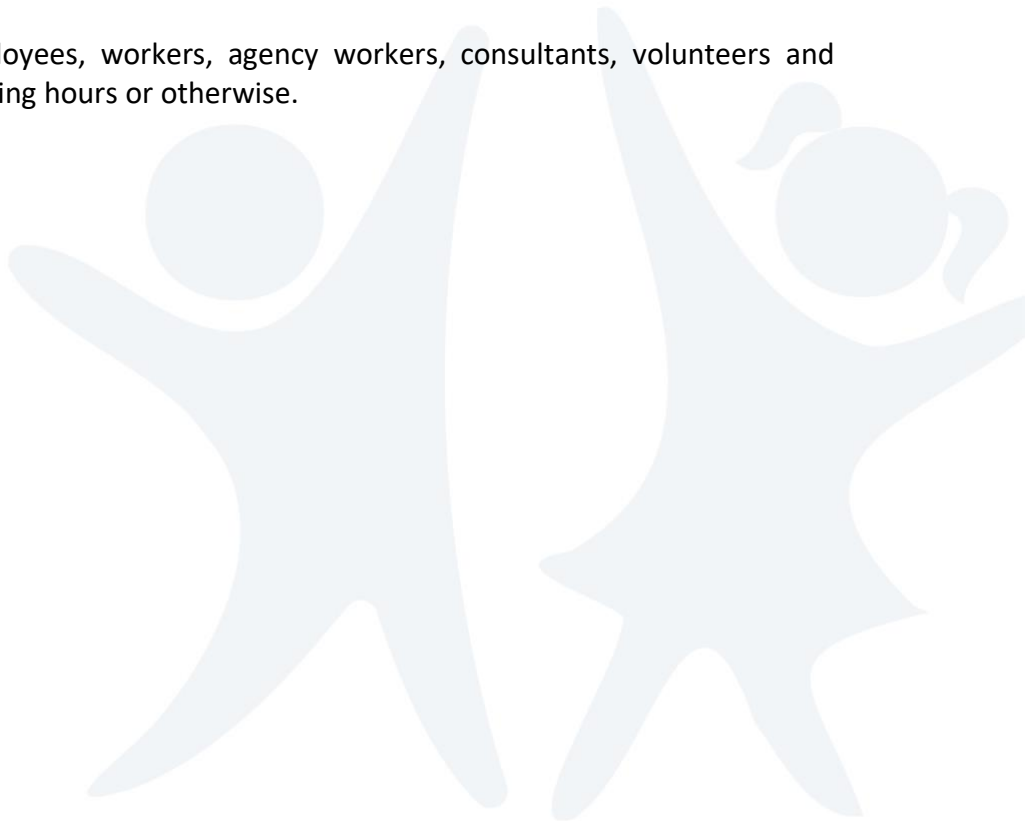
This policy outlines Manor Multi Academy Trust's ('we' / "our' / 'us') expectations of our employees' ('you') in relation to our Curriculum. Our curriculum is designed to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

We are committed to equality and value diversity and inclusivity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

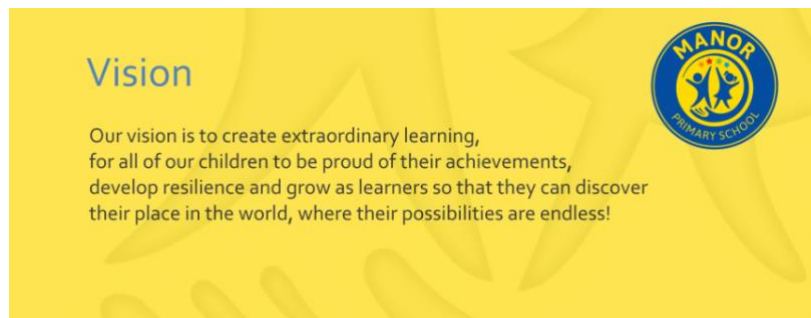
This policy should also be applied in accordance with our curriculum policy, ICT Acceptable Use Policies and Procedures and Health and Safety Policy. Copies of all policies and procedures can be accessed via the All MAT Staff area on Teams.

## Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.



## Our Vision



To achieve this vision, we aim to provide an ambitious first-class educational experience for every child who attends our inclusive primary schools believing the quality of education a child receives empowers their future choices and life chances.

Our Religious Education curriculum policy is underpinned by **our Manor core values**.

It will be delivered with **integrity**, ensuring all of our children experience all of our curriculum intent, leading to complete exposure to EYFS Framework and full National Curriculum leading to a full experience, curriculum completeness.

It will be **exceptional and** ambitious for all, all children will access it in its entirety, and it be an entitlement for every child, irrespective of their starting points.

It will be developed through full **collaboration**, collaboration with the MAT and collaboration across the schools using everyone's skills and expertise leading to full ownership.

It will **respect** children's starting points and be inclusive, every child will see themselves in it and every child will have full access to it.

## Our Ambitious Intent

At Manor Primary, Religious Education helps children to learn about their own religion and other people's religion as well as transferrable skills such as consideration, tolerance, empathy and respect.

Religious Education contributes to pupils' spiritual, moral, cultural, intellectual, social and physical development by helping them:

- To understand what religions teach, what it means to be a religious believer, and to be aware of experiences, which raise issues about the meaning of life.
- To reflect on and respond to, this understanding and awareness, and to express their own ideas.

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Manor Primary School our curriculum is designed to develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Our curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom.

Our curriculum is designed to allow each pupil to:



## Our Curriculum Implementation

### The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Wolverhampton LEA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### Organisation and Planning

We plan our Religious Education curriculum in accordance with the Wolverhampton LEA's Agreed Syllabus. Each topic builds on prior knowledge and offers opportunities for children of all abilities to develop their skills as well as offering challenge as they move through the school.

We plan our curriculum in three phrases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plans on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. The RE subject leader's keep and review these plans on a regular basis, taking into consideration the Wolverhampton Agreed Syllabus as well as the pupil's interests and needs.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In Early Years, children will learn to:

- enjoy a range of stories and account from different faiths, traditions and cultures.
- explore the similarities and differences in people's lives' such as their homes, families, dress, food and much more.
- Be introduced to religious symbols and the importance of belonging.
- Have time to reflect and appreciate that some things make them unique.

- Develop a growing interest in the world around them when learning about people from differing religions and cultures.

In Key Stage 1, children will learn to:

- Explore the basic ideas around what religion is and the importance of it.
- Delve into the sense of belonging whether that be a group or religion.
- Be immersed in the fantastic celebrations that are part of our community and how it teaches us to be thankful for what we have.
- Visit places of religious worships; Church and Gurdwara.
- Spend quality time exploring and learning about a Christian Church and Sikh Gurdwara.
- Share and talk about their own experiences, feelings and beliefs.
- Reflect on what is important to them in their own lives.

In Key Stage 2, children will learn to:

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Make comparisons by describing some things that religious people do as part of their faith, which are the same and are different to other faiths.
- Ask questions about religion and beliefs, making links between their own ideas and others ideas.
- Identify the impact religion has on believers' lives.
- Ask questions about matters of right or wrong and suggest answers that show understanding of moral and religious issues.
- Compare a range of ideas about the meaning and purpose of life, including their own and those from religious or non-religions worldwide.

Good Religious Education teaching builds progressively on pupil's prior knowledge. It also allows children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

We also provide opportunities for spiritual development. Children consider and respond to

questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

We promote and teach the children about the importance of British Values. They accept and engage with the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through this teaching and learning, pupils will demonstrate skills and attitudes that will enable them to participate and contribute positively in life inside and outside of the school community.

## Our Children's Charter

We champion each child at Manor to gain entitlement to a RE curriculum, which enables them to:

- Have a voice, be heard and for their voice and viewpoint to be respected.
- Have the chance to learn about religious traditions and about the world in which they live in.
- Have the opportunity to understand what religions teach and what it means to be a religious believer.
- Learn about religion by sharing an understanding of religious practices, beliefs, ideas, feelings and experiences.
- Understand the impact of religion on people's lives.
- Learn from religion by developing and reflecting on their own thoughts about what it means to belong to a faith community in our country and across the world.
- Ask sensitive questions that provoke thought and challenge.
- Understand and value the importance of truth, fairness, right and wrong.
- Learn in different ways, both inside and outside the classroom, inside and outside of school.
- To develop their creativity, critical thinking, to be independent and learn from one another.

## Our Curriculum Impact

The impact of the curriculum design will lead to outstanding progress over time at all key stages, from the children's starting points. The rich and broad curriculum and units of work will enable teachers to consistently plan lessons progressively, building on prior knowledge and the development of key skills in order to deliver lessons over the highest standard and children's outcomes to be of the highest quality. Children will be confident, resilient, self-motivated, independent learners, with a depth of understanding of different religions and their differing beliefs.



We will ensure that the curriculum is regularly monitored and reviewed. The learning and outcomes will also be monitored and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

## Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the All MAT Staff area on Teams

