



# Religious Education Policy

Policy Name:	Religious Education
Approved Date:	September 2022
Review Date:	September 2023

Exceptionality

Collaboration

Integrity

Respect

## Contents

Our School Vision .....	3
Curriculum Intent .....	3
Our Curriculum Design .....	4
Key concepts: .....	4
Second order concepts: .....	5
Curriculum Implementation .....	5
Organisation and Planning .....	6
Our Children's Charter .....	8
★ Inclusion .....	8
Curriculum Impact .....	8
Links to other Policies .....	9
Review .....	9

# Religious Education Policy

## Our School Vision

### Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



## Curriculum 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.

Exceptionality

Collaboration

Integrity

Respect

Our curriculum is designed to allow each pupil to:



### Our Curriculum Design

The RE curriculum is designed to ensure **substantive and disciplinary knowledge** is built upon year on year.

**Substantive Knowledge** – is the different ways that people express religion and non-religion in their lives · The artefacts and texts that are associated with different religions · Concepts that relate to religious and non-religious traditions

**Disciplinary Knowledge**– is the tools that we use to study religion and the methods we use to gather knowledge. Disciplinary Knowledge in RE involves the connections, theories, similarities and differences that the children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.

**Personal Knowledge** – focuses on building an awareness of children's own presuppositions and values about the religious and non-religious traditions.

So that our pupils are able to learn more and know more, we believe it is vital that our RE curriculum develops all of these categories.

Key concepts:

- Faith
- Rituals
- Celebration
- Stories (Holy Books)

Exceptionality

Collaboration

Integrity

Respect

- Communities
- Identity
- Belonging

Second order concepts:

- Forgiveness/reconciliation
- Choice (right/wrong)
- Promises
- Symbolism
- Identity
- Freedom
- ★ Values
- Commitment
- Memories
- Promises
- Love
- Trust

Teaching Sequence of RE

- Revisit - Engage pupils in making connections with their prior learning and indicate Key Concepts and Second Order Concepts being taught to refine their thinking.
- Listening / Observation - A stimulus is shared and the key concept, idea or focus point of the lesson is discussed.
- Making sense of new learning - Children respond to the stimulus through self-reflection, discussion, partner work they apply their learning through learning opportunities that develop their abilities and understanding
- ★ • Refining thinking – refine and develop their conceptual understanding through communication with others. Presenting in some form their own understanding to others.
- Reflection - reflecting on their own religious and non-religious understandings. How have they been challenged to develop their ability to think in new ways?

## 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

Exceptionality

Collaboration

Integrity

Respect

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-religious 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

Exceptionality

Collaboration

Integrity

Respect

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

Our children are entitled 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.

## Inclusion

At Manor Primary School we work hard to ensure that every member of our school community: pupils, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcomed here as outlined in the school's Equal opportunities Policy.

Children will be provided with equal opportunities for communicating and sharing their own personal experiences. We strive hard to meet the needs of those children who need support to learn English as an additional language, children with additional educational needs, as well as those whom are gifted and talented children – we take all reasonable steps to achieve this. Suitable, enriching learning opportunities will be provided for all children regardless of their ability.

## 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

Exceptionality

Collaboration

Integrity

Respect



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.

#### \* Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

#### Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.