



Religious Education Policy

Our Vision:

Here at Monksdown Primary our vision for Religious Education is to inspire religiously literate young people who have the knowledge, understanding and skills to reflect spiritually, think ethically, and who are aware of the demands of religious commitment in everyday life. Learning about other cultures and religions is an important part of our development.

Children will be given plenty of opportunities to work through a cross-curricular approach, supporting them to think creatively. They will be encouraged to engage in their own and others' beliefs and values, helping them to develop positive attitudes. Children will be actively taught the British values; Democracy, Rule of law, Individual liberty, Mutual respect and tolerance towards those of different faiths and beliefs. In RE, we learn about religious practices and traditions, but also the importance of our role in the world and society. This gives us great opportunity to be reflective.

Children will foster a sense of self-worth through their sense of belonging to the caring Monksdown community.

Religious Education Syllabus:

It is law that we, as a school, provide Religious Education. The school follows the Liverpool Agreed Syllabus for Religious Education. The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views.

The Liverpool SACRE has produced a syllabus, which is intended to be fully inclusive. The aim of Religious Education is not to make believers out of our pupils but to educate and inform. The syllabus is designed in a way to be reflective and inclusive and we hope that this will mean that parents do not feel it necessary to withdraw children from RE. However, it is the right of parents to request that their child be withdrawn from RE lessons if they so wish and any requests of this nature will be fully respected.

Structure of the Liverpool Agreed Syllabus:

The agreed syllabus sets out what pupils should study in Religious Education.

Foundation Stage – Although not statutory RE can be used to contribute towards the Early Learning Goals

Key Stages 1 and 2 – The syllabus follows the same format as the National Curriculum programmes of study with sections for Knowledge, Skills and Understanding and Breadth of Study.

Breadth of Study:

The knowledge, skills and understanding are developed through the breadth of study which has three elements.

- Belief (beliefs, teachings, figures, symbols)

- Practice (identity, relationship, morality, worship)
- Opportunities (experience, communicate, reflect, create)

Belief		
	KS1	KS2
Beliefs (3a)	What people believe about God, humanity and the natural world	How beliefs about God, the world and others impact lives
Teachings (3b)	How and why some stories are sacred and important in religion.	What sacred texts and other sources say about God, the world and human life.
Figures (3c)	People who are looked up to in families.	Founders of religion who have inspired others.
Symbols (3d)	How pictures, signs etc, can have special meanings.	How religious symbols can convey deeper meaning for those who understand them.

Practice		
	KS1	KS2
Identity (4a)	Who I am and my uniqueness as a person in a family and community	What is expected of a person in following a religion or belief?
Relationship (4b)	Where and how people belong and why belonging is important.	How religious families and communities practice their faith, and the contributions this make to local life.
Morality (4c)	Why people (including religious believers) identify some acts as good and others as bad.	What religions mean by 'good and evil'. What reasons, including religion, people might have for doing good or evil.
Worship (4d)	How and why celebrations are important in religion.	Where, how and why people worship, including at particular sites.

Opportunities.		
	KS1	KS2
Experience (5a)	Visiting places of worship and focusing on symbols and feelings.	Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.
Communicate (5b)	Listening and responding to visitors from local faith communities. Sharing beliefs, ideas and values and talking about feelings and experiences.	Discussing religious and philosophical questions, giving reasons for beliefs.
Reflect (5c)	Using senses and having times of quiet reflection.	Considering range of human experiences and feelings on insights into life and its origin,

		purpose and meaning.
Create (5d)	Using art and design, ICT, music, dance and drama to develop creative talents and imagination.	Expressing and communicating insights through art and design, music, dance, drama and ICT

Collective Worship:

Collective worship takes place twice a week at the end of school assemblies. The Head teacher, Deputy Head teacher and all members of teaching staff are involved in the delivery of collective worship. There is also daily time for collective worship - time for reflection.

Planning and Delivery:

In order to fulfil aims and objectives, we follow the Liverpool Agreed Syllabus for Religious Education. The RE curriculum is prepared and taught by the relevant class teacher. RE lessons are delivered to the whole class, with some group and individual work, where appropriate. They are planned to involve activities which are active, multi sensory and which appeal to a wide range of learning styles.

Differentiation:

RE is planned to be inclusive, therefore consideration will be given to differing levels of abilities within each class. Teachers will use a range of methods to ensure activities can be accessed by all of the children, whilst also challenging the more able members of the class.

Assessment and Reporting.

The RE syllabus and scheme of work includes “I Can...” statements. These statements enable teachers and pupils to assess progress against the RE level descriptors. Parents receive an annual progress report from teachers. The reports include information about breadth of coverage for RE.

Visits and Visitors

Visits as part of RE are strongly encouraged as they do help to bring the syllabus to life for the children. The benefit and success of these visits is evaluated and monitored by the subject leader.

The teachers are also encouraged to invite visitors from the local community in to class.

Additional information for parents

We seek to keep our parents informed of all of the teaching that takes place within our school. We understand that some parents may have concerns about religious education and we encourage these parents to share their concerns. An overview of our syllabus is available (See Appendix 1). We wish to encourage every child to take part in RE, however, parents do have the right to withdraw their child from this teaching. If this is the case, we ask that the parents send a letter to the school requesting that their child is withdrawn from the lessons/assemblies. On receiving this information, the child will be given an alternative activity during RE lessons and will not be taken to places of worship. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure

that pupils experience high standards of success, RE needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of RE are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching RE to pupils with Special Educational Needs

We teach RE to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leadership

The Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

This policy was last reviewed: Spring 2018

Date of next review: Spring 2020