



Religious Education Policy

Our Vision:

At Monksdown Primary School we want our children to love Religious Education. We offer a stimulating RE curriculum that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

Through RE we promote an enquiring approach in which we aim to encourage our pupils to carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Intent

At Monksdown Primary our principal aim of RE is to engage pupils with the big questions about life, in order to find out what people believe and what differences this makes to how they live. Our main aim is that pupils in our school can make sense of religion and world views, and reflect on their own ideas and ways of living.

Our teaching of Religious Education is based on the Liverpool Agreed Syllabus for Religious Education 2020-2025 (SACRE). We have worked hard to develop our own curriculum model and methods for teaching this important subject to suit the needs of our children. RE is coherently planned and sequenced towards sufficient knowledge, understanding and skills for future learning in a range of contexts.

Monksdown Primary is dedicated to meet the aims of the Religious Education curriculum. We aim to promote curiosity and a love and thirst for learning. It holds meaning for our pupils with strong links to the school's local area and community, the city of Liverpool and key events happening in the country and around the world. We are committed to putting Religious Education on the map here at Monksdown Primary School.

We aim to expose our children to a wealth of visitors, trips and experiences of religion. This may include trips to the local church, places of worship and visitors to the school to promote different religions and religious festivals.

Religious Education is both a subject in its own right and has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of our curriculum is a focus on an ultimate question and ethical issues. This focus enables our pupils to appreciate their own and others' beliefs and cultures. Holding a central concern for religious education at our school has enabled us to promote each pupil's self-worth. A sense of self-worth helps our pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Implementation

We follow SACRE, the agreed syllabus for Liverpool. Children are taught to understand and respect the importance of religious beliefs in the world around them. 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.

Structure of the Liverpool Agreed Syllabus:

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

Foundation Stage – it is 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** (Religious beliefs, teachings, sources, questions about meaning, purpose and truth)
- **Expressing** (Religious and spiritual forms of expression, questions about identity and diversity)
- **Living** (Religious practices and ways of living, questions about values and commitments)

We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. That is why an enquiry approach was implemented, encouraging higher-order thinking and allowing our children to explore in a way that is meaningful to them.

To make sure the legal requirements are met and our curriculum is broad and balanced all pupils will learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.

Staff teach a weekly religious education lesson. This helps to ensure sufficient time is allocated to Religious Education and that the subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

At Monksdown Primary the children become engaged in learning through real life experiences, using educational visits to local churches and inviting visitors of different faiths to school to bring relevance and enjoyment throughout lessons. We see real passion in their work because they have had real life experiences. 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.

We feel that we enrich the children with a wealth of culturally rich experiences. There is always a real buzz when the children experience this and they aspire to aim high and achieve. For example the whole school enjoys taking part in a Harvest Festival Assembly, which enables the children to think about where in the world they get their food from as well as providing them an opportunity to care for those less fortunate than themselves, as children bring in food for the local food bank. At Christmas, all children in the EYFS, Key Stage 1 and 2 confidently

perform to their parents the Nativity story, learning songs and narration well, which enables all children to gain positive experiences of Religious Education through the Arts.

Impact

As a school we aspire that R.E has a high profile in our school and is seen throughout many aspects of school life. We are proud that Religious Education contributes dynamically to children in school by provoking challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. The strong links we have with the wider community and local churches promote positive role models for our children.

We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the majority of our pupils leave being able to master an understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. We expect pupils to learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

The assessment milestones have been carefully mapped out in agreed syllabus for Religious Education 2020-2025. This means that skills in Religious Education are progressive and build year on year.

Informal assessments are made by class teachers during RE lessons which support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book scrutiny (where appropriate)
- Lesson Observations where appropriate
- Pupil Voice
- Learning walks

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. The subject lead attends regular subject lead meetings and training days throughout the year organised by the local Diocese. Information gained from these meetings is shared with all staff in staff meetings to ensure good practice is implemented by all.

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.

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 on our school website. 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 2021

Date of next review: Spring 2022