

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34).
Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Policy for Religious Education

Miss J. Howard

| Date | Action | Review Date |
|---------------|---------------------------|---------------|
| February 2023 | Adopted by Governing Body | February 2024 |
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Introduction

As a Church of England school, our Christian vision and values are central to all we do. Our school mission statement, **Jesus said, "With God all things are possible"**, motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian values and to strive for excellence in all that we do; celebrating life in all its fullness. Our approach to Religious Education supports this and all of our four core school values of **truth, fairness, justice and joy**.

At St Margaret's Anfield CE Primary School, we wish to be an inclusive community. Religious Education has an important place within our curriculum with concepts and values explored through discrete RE lessons and through class and whole school Collective Worship. The Governors, in consultation with the Headteacher, and following advice from Liverpool Diocese, have historically adopted the Blackburn Diocesan Board of Education syllabus (Questful R.E.).

We believe R.E. has an important place in the development of every pupil.

In particular, through our RE curriculum, we aim to help children to:

- know and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- enable pupils to encounter Christianity as the religion that shapes British culture and heritage and influences the lives of millions of people today.
- contribute to pupils' own spiritual/ philosophical convictions, exploring and enriching their own faith and belief.
- enable pupils to learn about the other principal religions of Britain, their influence on cultural heritage and on the lives of their adherents.

Spiritual, moral, social, and cultural development (SMSC)

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

What does R.E. look like at St Margaret's Anfield CE Primary School?

R.E. has an important and central place in our curriculum and the Governors adopted the Liverpool Diocesan recommended syllabus of 'Questful RE' (Blackburn Diocesan Board of Education). We use this alongside the national resource of 'Understanding Christianity'. These reflect the National Framework for Religious Education. Within these, we consider the importance of religious texts, the impact faith has on believer's lives and the connections we can make to the children's own experiences and lives.

Teaching and Learning

The R.E. curriculum is designed to deliver specified elements of the Programme of Study outlined in the Blackburn Diocesan Board of Education Primary RE Syllabus. The curriculum is organised into a long term plan to ensure coverage across all year groups.

In accordance with the structure of the Diocesan Syllabus for Voluntary Controlled schools, Christianity accounts for 60% of curriculum time across the school with the remaining 40% curriculum spent learning about other world faiths. This is clearly planned out in the Long Term Plan. This combination of Christianity and World Faiths is representative of the diverse children in our school who can see their own faces in the curriculum they study, making them feel included and part of our school community.

Time Allocation

A minimum of 5% of curriculum time is given to Religious Education. Currently R.E. is taught as weekly discrete lessons by the class teachers.

Teaching and Learning Strategies

We adopt an enquiry-based approach to give the pupils a sense of being on a quest of discovery about faith and Christianity. R.E. enables pupils to have informed conversations about religious beliefs and practices.

As in all other areas of the curriculum, a variety of teaching and learning strategies will be used. These good, imaginative lessons with an interesting and challenging variety of tasks will be driven by the **text-impact-connection** approach. The children will work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others.

Because of the wide variety of aspects covered in the teaching of R.E., there are many ways in which the work may be approached and consolidated.

Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate in individual books or R.E. scrapbooks. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

Within lessons, we use questions so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and 'questful'.

Religious Education lessons at the school will primarily be concerned with these main areas, namely: -

- Spiritual Development.
- Religious Literacy.
- Theological Enquiry.
- An understanding of Christianity, its principles and practice, within the context of the Anglican tradition.

Knowledge Organisers

A knowledge organiser is developed from the Long Term Plan. These documents are the graphic representation of the key knowledge, vocabulary and images required to form a schema of learning for the particular unit of work.

Each knowledge organiser presents teachers and children with the key knowledge needed for a particular area/aspect of RE.

These knowledge organisers form the core of the topic and are carefully constructed to build on prior knowledge and provide a schema for each unit of work. Each document also provides teachers with the opportunity to quiz children regularly to ensure that key knowledge is retained in children's long-term memory.

Every RE lesson starts with a retrieval activity which means children have the opportunity to recall and present their learning to ensure it is committed to long-term memory. Knowledge organisers support the use of retrieval practice.

Organisation of the subject

Early Years Foundation Stage:

During the EYFS, children's learning in Religious Education contributes to both the prime and specific areas of learning, in particular Personal Social and Emotional Development and Understanding of the World. This enables them to work towards the Early Learning Goals.

Key Stage One and Two Objectives:

The learning objectives, content and activities undertaken by the children at each Key Stage maintains a balanced approach of learning about religion and learning from religion.

We learn about:

- *God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;*
- *God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;*
- *God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.*

We learn from:

- *an empathetic response to the Christian faith and a critical engagement with it;*
- *responding personally to the stories and teachings of Jesus Christ;*
- *examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.*

Religious Education in St Margaret's Anfield CE Primary School also enables children to:

- *learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;*
- *recognise and respect those of all faiths in their search for God;*
- *recognise areas of common belief and practice between different faiths;*
- *enrich and expand their understanding of truth while remaining faithful to their own tradition;*
- *enrich their own faith through examples of holy living in other traditions.*

Pupil Progress and Assessment

By using the syllabus provided by Blackburn Diocese Board of Education, we provide both continuity and progression for the children across all strands of R.E. and across all key stages.

Children will complete pre assessments at the beginning of each unit and post assessments at end of each unit. The R.E. subject leader monitors progress and attainment across the school termly.

Although subjects such as Christmas and Easter may be visited many times during a child's time in school, each time a different approach will be used, and a slightly different area covered, so that progression can be seen in the quality and depth of learning.

Evidence of the work completed in R.E. will be found in the children's individual R.E. books, R.E. Scrapbooks, on wall displays, in collective worship and in the ways both children and adults treat and respect each other.

Assessing and reviewing is a continuous process which will influence the teacher's planning for whole class and individual children.

Equal Opportunities (2010 Equalities Act) & Valuing All God's Children (2019)

As with all other subjects in our curriculum, the school aims to give all children, regardless of gender, ethnic origin, social and cultural background, religion or disability, sexual orientation, or gender reassignment, equal access to all aspects of the curriculum and school life.

The policy for Religious Education aims to ensure the provision of equal opportunities for all. It stresses the entitlement of all children to a well-balanced, differentiated R.E. curriculum, with the exception of those pupils who are withdrawn from these activities by their parents on religious or moral grounds. We adhere to the guidance from Valuing All God's Children. A key concept of Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Our school offers a community where everyone is a person known and loved by God, supported to know their intrinsic value. (Church of England 2017)

The Right Of Withdrawal From R.E.

At St Margaret's Anfield CE Primary School, we wish to be an inclusive community but recognize that parents have the legal right to withdraw their child from Religious Education lessons if they wish.

The Religious Education provided by the school is in accordance with the Church of England foundation of the school. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education are objected to.

Parents may request the governing board to provide Religious Education for their children according to the Locally Agreed Syllabus. The governing body should make provision unless the circumstances make it unreasonable to do so.

Staff Development

The staff in our school meet regularly to review, discuss, adapt and plan the teaching and the curriculum within the school. R.E. is discussed in this way along with other subjects. Each year a significant part of our INSET/staff training calendar is devoted to RE.

Monitoring

Monitoring of the effectiveness of this policy document will be carried out by the R.E. subject leader in order to ensure that the Policy and Schemes of Work for R.E. are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

- Monitoring of planning
- Monitoring of books
- Lesson observations
- Class scrapbooks
- Pupil Voice

Review and Development of Policy

This policy will be reviewed annually by the R.E. subject leader and/or Headteacher, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.
- An annual action plan will be created.