

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
March 2025	Adopted by FGB	March 2026
July 2026	Adopted by FGB	July 2027

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 are an inclusive community. Religious Education has an important place within our curriculum with concepts and values explored through discrete R.E. lessons and through class and whole school Collective Worship.

We believe R.E. has an important place in the development of every pupil to enable them to flourish.

Aims of Religious Education

- Understand Christianity as a diverse global, living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- Engage critically and meaningfully with a multi-religious and multi-secular world.
- Learn about a range of religious and non-religious worldviews.
- Explore questions of meaning, purpose and identity.
- Develop religious literacy through disciplinary knowledge (theology, philosophy, social sciences).
- Children to reflect and articulate their personal world view.

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 an enriching, enquiry based RE curriculum, is essential to achieving these aims. R.E. makes a significant contribution to SMSC by:

- Promoting reflection on beliefs and values
- Exploring diversity and difference
- Encouraging moral decision-making
- Preparing pupils for life in modern Britain

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

We meet all of the statutory outcomes of the Locally Agreed Syllabus and supplement it with the Blackburn Diocesan Board of Education syllabus (Questful R.E.). This has been agreed by the Governors, in consultation with the Headteacher, and following advice from Liverpool Diocese.

We consider the importance of religious texts, the impact faith has on believers' lives and the connections we can make to the children's own experiences and lives. Our classrooms are safe, supportive spaces where pupils can explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking and belonging.

Teaching and Learning

In accordance with the structure of the Syllabus, Christianity accounts for a minimum of 50% of curriculum time across the school with the remaining curriculum time spent learning about other world faiths. This primarily includes Judaism, Islam and Hinduism but children will also encounter Buddhism, Sikhism and non-faith views. This is clearly planned out in the Long Term Plan. This combination of Christianity and other 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 through the multi-disciplinary lenses of:

- Theology (Believing)
- Philosophy (Thinking)
- Social Sciences (Living)

This enables pupils to have informed conversations about religious beliefs and practices whilst navigating an increasingly complex and diverse world.

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. whilst still maintaining depth, breadth and high standards.

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'.

Knowledge Organisers

Knowledge organisers are developed from the Long Term Plan. These documents are the graphic representation of the key knowledge 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.

Every R.E. 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 and provides an opportunity to explore their own experiences and encounter the experiences of others.

The Early Years Questful R.E. Units are designed to encourage an atmosphere of community through an exploration of a collection of objects in a box: a Chatterbox. Objects are carefully chosen to create discussion and questions that lead to activities covering the content of the unit, with the children's interest driving the topic. The Chatterbox remains as part of the continuous provision within the EYFS classroom. Knowledge and understanding is recorded in a class R.E. Scrapbook.

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. It is taught with depth, breadth and ambition through:

- Substantive knowledge
- Disciplinary knowledge
- Personal knowledge

There is a carefully planned sequence of topics from Year 1 to Year 6 to develop direct progression across the key stages. Children will encounter some topics such as Christmas and Easter every year but other topics will also be revisited across the key stages to develop depth and breadth of understanding. The core topics that are revisited are:

- Christmas
- Easter
- Places of Worship
- Sacred Texts
- Jesus
- Prayer
- Rules for Living
- Harvest

Each unit begins with a question and children will then embark on a pathway of learning of knowledge and understanding to respond to that question.

Pupil Progress and Assessment

By using the Questful R.E. 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.

Inclusion

To support inclusive learning, the Questful R.E. syllabus provides sensory stories and visual 'Why?' resources that can be used across all key stages. These enable teachers to adapt learning effectively, ensuring all pupils can develop their religious literacy and spiritual understanding. The curriculum promotes active engagement through oracy-based learning, and teachers respond flexibly within lessons, as well as through planned adaptations, to meet individual needs.

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 recognise 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, it should be made in writing to the Headteacher. Withdrawal can be requested from all Religious Education lessons or from individual lessons.

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.