

Matthew Arnold Primary School



RE Policy

Date: September 2024

Review date: September 2025

Aims and objectives

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Matthew Arnold Primary School. The intent of our Religious Education Curriculum is to ensure that we develop well-rounded citizens who understand religion, appreciate similarities and differences within and across religions, can embrace diversity, respect individuals and are able to express their own thoughts and beliefs whilst showing respect and tolerance of other's thoughts and beliefs. 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.

Religious Education has National Guidelines but the local SACRE (Standing Advisory Council for Religious Education) create a Locally Agreed Syllabus. Liverpool SACRE produced a new syllabus 2020-2025 which we have adopted. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes; children 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.

We aim for all pupils to:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

The legal position of religious education

Our school RE curriculum is based on the Liverpool Local Authority's (LA) Agreed Syllabus and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be nondenominational and must not be designed to convert pupils to a particular religion.

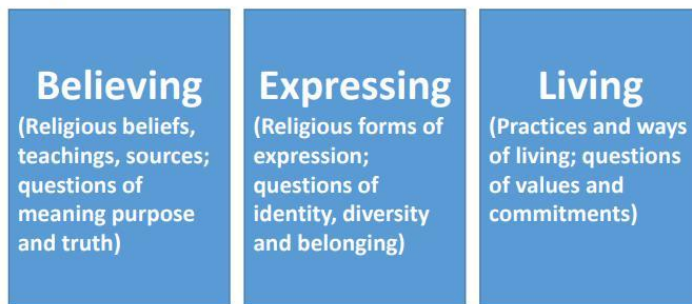
According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons. In Matthew Arnold Primary School parents have the right to withdraw their child from religious education lessons after consultation with the Head Teacher. Alternative provision will be arranged for the child during this period. It is important to notify the RE Subject Leader of any request of withdrawal made in order to monitor the provisions within the school.

Teaching and Learning

The syllabus has units that fall into three strands – believing, expressing and living. The teaching of Religious Education will not seek to urge religious or non-religious beliefs on children, nor compromise individuals own beliefs by promoting one religion over another. It should not seek to nurture or convert. Whatever the personal view of the teacher, information about all faiths should be presented sensitively and accurately

and with professional competence. When and where possible the teaching of RE should have a multi-sensory approach so as to cater for the varied learning needs of all children. We teach religious education to all children in the school, including those in EYFS.

Implementation: strands



Curriculum Planning

We plan our religious education curriculum in accordance with Liverpool SACRE locally agreed syllabus. We ensure that the units studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases - long-term, medium-term and short-term. We use the RE Today scheme of work and adapt resources accordingly

- The long-term plan maps the religious education topics studied in each term during each key stage.
- Medium-term plans give details of each unit of work for each term.
- Short term plans are annotated by the class teacher for each lesson.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Assessment and recording

We assess children's work in religious education through ongoing formative assessment, this informs planning. We mark a piece of work once it has been completed and we comment as necessary. At the end of each unit of work children complete an assessment task to evidence their learning. Summatively, we record whether children are Working Towards, Working At or Exceeding the year group objectives.

Monitoring and review

The RE Subject Leader is responsible for the monitoring and reviewing of RE planning and ensuring all teachers receive relevant, high quality CPD opportunities. The subject lead is responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Coverage of Religious Education is monitored through book scrutiny / learning walks / pupil voice.