

MANOR ROAD PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

September 2022





Manor Road Primary School
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INTRODUCTION

This document should be read in conjunction with Lancashire Agreed Syllabus of Religious Education, revised 2021: 'Searching for Meaning – *What is it to be human?*' This document should continue to be followed until further notice. The Lancashire Agreed Syllabus is supported by Curriculum Units and a Non-Statutory Scheme of Work, which include suggestions for lesson plans, teaching activities and assessment documents. Standards of Attainment in Religious Education are included for Key Stages 1 and 2. Lancashire SACRE, have provided Curriculum Support Materials, Assessment materials and Planning through the Lancashire Grid for Learning website.

In writing this document, we aim to describe the purpose, nature and management of Religious Education taught at Manor Road Primary School. Religious Education at this school is provided in accordance with the above Agreed Syllabus.

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

AIMS

The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious.

The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement. The syllabus is supported by a website which provides materials to support planning and assessment. This includes exemplar medium term plans; all of which are downloadable.

The curriculum for Religious Education and Worldviews aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

CURRICULUM AND SCHOOL ORGANISATION.

The Lancashire Agreed Syllabus for RE supports learning across a range of subjects as well as broader educational aims.

Specifically:

Personal, social, relationship, health and citizenship education.

Spiritual, moral, social and cultural development.

British Values (Promoting fundamental British Values as part of SMSC in schools Nov 2014 Department for Education).

Community cohesion.

The Prevent Duty (Revised Prevent Duty Guidance for England and Wales. March 2015 HM Government).

Reading and writing skills.

The arts: music, art, and drama.

History and geography.

In order to achieve the aims, the content of the Religious Education curriculum forming no less than 5% of the overall curriculum time, is delivered through the syllabus that allows progression. This equates to approximately one hour each week, but it is acknowledged that this may be exceeded at times during the year, eg. Easter and Christmas, and may be slightly less at other times.

Religious Education is taught through the use of curriculum units and non-statutory lesson plans produced by Lancashire Education Department. A framework of half-termly units ensures an appropriate coverage and balance of the content in terms of religions to be covered. The balance allows for Christianity to form at least 50% but not more than 75% of the R.E. curriculum. The remaining Religions studied in addition to Christianity are; Islam, Judaism, Hindu Dharma, Buddhism, and Sikh Dharma. Islam and Hinduism are chosen for progression throughout the school whilst the remaining religions are studied for a minimum of one unit each and placed within the curriculum framework accordingly. These religions can be developed within the Creative Curriculum: teachers can consider linking a particular religion within a theme or teach the religion discreetly: a religion can be taught in weekly sessions or in, for example, a two or three week block.

At Manor Road, Religious Education is taught following themes of study. Each year will follow their own theme and incorporate a variety of religions within their coverage. The Foundation Stage has been designed to enable children to learn prior to Key Stage 1. Materials for the Foundation Stage have been incorporated within the Early Learning Goals. Guidance for the contribution of R.E. to the Early Learning Goals can be found in the Lancashire Agreed Syllabus, pages 40-42. New non-statutory units for Foundation Stage 2 are available

The themes of study are:

Key Stage	Year	Theme
Foundation One	Reception One	Community God
Two	Two Three Four Five Six	Worship Founders and Leaders Living the Faith Sacred Books and Revered Literature Life as a Journey

The focus of the syllabus is a study of four main areas of exploration:

Shared Human Experiences
Beliefs and Values
Religious Traditions
Living Religious Traditions
Search for Personal Meaning

Within the Scheme of Work, based on the Agreed Syllabus, learning activities are sequenced to ensure progression following the Primary Framework. Children are engaged in both learning about and learning from religion, through a broad range of teaching strategies, with effective use of specific resources; artefacts, I.T., food, story, and sacred texts. I.T. is progressively used to enhance the teaching and accessibility of R.E.

When appropriate and where possible, use will be made of home links and of links with faith communities to enrich the provision. Staff may invite parents into the class to bring personal experience to support the teaching of Religious Education. Staff will be aware of the need to avoid proselytizing by members of faith communities.

PLANNING

The school recognises that planning is necessary to achieve clear, achievable goals. Effective planning ensures that work is matched to pupils' abilities, experiences and interests. Opportunity will be given for the development of cross-curricular skills of oracy and literacy. Effective planning ensures progression, continuity and subject coverage throughout the school. At the planning stage motivation to the pupils' personal, social, moral and cultural development will be considered. Planning provides criteria for evaluation of teaching and learning.

As indicated above, planning is undertaken on a termly basis using the Key Questions for each year group provided by the Lancashire Website. Within that framework, the planning for Religious Education will ensure an appropriate balance between consideration of shared human experience, learning about religious traditions, and about beliefs and values and an exploration of personal meaning.

Planning for these half-termly units is undertaken by the class teachers whose year groups are working together. The school makes use of the Lancashire materials for curriculum planning. Plans are made available to the subject leader for monitoring purposes.

The teachers' knowledge of the religions studied is enhanced through applicable course provided by Lancashire County Council Advisory Service. Also whole school Inset Courses are delivered (if required) by the R.E. advisor/consultant.

INCLUSION

At **our school** we teach Religious Education to all children, whatever their ability and individual needs. Religious Education complements the school curriculum policy of providing a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

ASSESSMENT

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

These techniques should include:

- teachers' observation of pupils
- assessment documentation for the Lancashire website to support judgement
- teacher – pupil discussion and teacher questioning
- pupils' drawings, notes, models, comments and written work
- pupils' on-going analysis of their achievements
- photographs of children engaged in Religious Education activities
- use of IT as appropriate

Assessment must match statutory requirements for the subject, teacher assessment is statutory.

Work will be assessed in line with the Assessment, Recording and Reporting Policy.

At Manor Road pupils' progress in R.E. is assessed following two attainment targets, which are based on end of Key Stage statements:

AT1 – Learning about religion and human experience.

AT2 – Learning from religion and human experience.

Results of attainment in Key Stage 1 and 2 are reported to SACRE, at the end of each school year.

RECORD KEEPING AND REPORTING

Records of pupils' achievements are kept to:

- plan pupils' future learning

- report progress to parents
- maintain a written record of pupils' learning
- provide a curricular record for each pupil
- fulfill legal requirements

Information on a child's progress in Religious Education will be communicated to parents in a written report at the end of each academic year.

SUBJECT LEADER ROLE

The subject leader responsible for co-ordinating Religious Education is Brogan Lawrenson and her role is described in her job description. This may include the following:

- plan work with teachers
- review and contribute to teacher planning
- prepare policy and scheme of work
- develop policy and scheme of work with staff
- liaise with transfer school staff
- prepare a subject development plan
- leading staff meetings
- plan and lead inset activities
- provide consultancy, advice, skills
- in-class teaching support
- specifying and ordering resources in consultation with staff
- monitoring and maintaining condition and availability of resources
- monitoring teaching and learning in Religious Education

EVALUATION

The Religious Education Subject Leader gives the Head teacher and Board of Governors an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The Subject Leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

Such evidence should take into account:

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom observation
- external inspection/advice

The Contribution of Religious Education to Spiritual, Moral, Social and Cultural Development of Pupils

Religious Education has a particularly important part to play in pupils' spiritual and moral development. The Agreed Syllabus requires pupils to be challenged by the ultimate questions. Spiritual development is the responsibility of the whole school and the whole curriculum. Religious Education plays a major part in promoting the children's spiritual development, for it is in R.E., that the pupils will be explicitly required to address such questions.

Spiritual development is concerned with discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth. Children will learn about and reflect on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice. They will consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.

Children's responses to such questions will not be pre-determined but informed responses can only be made in the light of knowledge and understanding of the wisdom of others. Pupils will be challenged by hearing the claims to truth offered by people with different religious or philosophical perspectives on life.

Moral development refers to children enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust. Pupils should explore the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. They will consider what is of ultimate value to themselves and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.

The school can help children to decide what they hold as right and wrong, why they do so, and how they should act; that is, they should behave well in accordance with a moral code. For those with religious beliefs, these are often linked to the moral principles by which they live but there are other bases, too, for moral beliefs.

Social development refers to children's ability to examine the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met. Children will be given the opportunity to explore how religious community life works and the contributions community living makes to human well-being. They will consider how religious and other beliefs lead to particular actions and concerns. Pupils will also reflect upon ways in which religion can contribute to the community cohesion or to the common good.

Cultural development refers to children encountering people, literature, the creative and expressive arts and resources from differing cultures and religions. They will investigate the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures. Pupils must be supported in considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices.

The school will need to introduce children to the values and customs held within a nation's culture and to those of other significant cultures. This implies recognition and respect for the rights of others to exercise a cultural influence, including religion. It follows that the school will respect the values, customs and cultural heritage of those who belong to faiths other than those dominant in the local community.

WITHDRAWAL

The school accepts the right of parents to withdraw their child from Religious Education if they so wish.

REFERENCES

- Lancashire Agreed Syllabus.
- Curriculum Support Materials (providing information about the six religions).
- Non-Statutory Guidance on Assessment in Religious Education at Key Stage 1 and 2.
 1. Support for planning units.
 2. Assessment, Monitoring and Reporting.
 3. Visual resources for teaching and learning R.E.
 4. Exemplification of standards in R.E.
 5. New unit materials for Foundation Stage.

Policy written by: Brogan Lawrenson

Policy written: February 2022

Policy reviewed: September 2022

Policy reviewed: as required

Religious Education Long Term

	Autumn Term		Spring Term		Summer Term	
<p>Pre- School and Reception</p> <p>Why are some things special?</p> <p>See KN&U floor book for RE work in the EYFS based on children's interests</p>	<p>Celebrate our birthdays and plot on the months.</p> <p align="center">Remembrance Day</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p align="center">Celebrating the Chinese Moon Festival</p> <p align="center">Celebrate Diwali</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p align="center">Christmas Nativity and the story of Jesus (Christianity)</p> <p>Learn about Bonfire night and the story of Guy Fawkes</p> <p align="center">Special Times – Reception Special Stories- Pre-School</p>		<p>Celebrate our birthdays and plot on the months.</p> <p align="center">Celebrate Shrove Tuesday/ Pancake Day</p> <p align="center">Celebrate Chinese New Year and learn about Chinese cultures</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p align="center">Learn the Easter Story</p> <p align="center">What does the Easter story mean for Christians?</p> <p align="center">Make hot cross buns</p> <p align="center">Our Special World- Pre-School Special Places- Reception</p>		<p>Celebrate our birthdays and plot on the months.</p> <p>Discuss places of worship and places of local importance to the community. Discuss similarities and differences (link to Y1 Baptism topic- pre teach)</p> <p>Discuss different religions in this country and compare</p>	
Personalisation and Subject	Personalisation changed year by year	Personalisation changed year by year linked to	Personalisation changed year by year linked to	Personalisation changed year by year linked to	Personalisation changed year by year linked to	Personalisation changed year by year linked to children's interests

Links	linked to children's interests each cohort. Chinese Moon Festival linked to EF in Ash class	children's interests each cohort	children's interests each cohort	children's interests each cohort	children's interests each cohort. Linked to Geography – Africa. Comparing and to Chorley/England.	each cohort
Elm / Oak YEAR 1 What do people say about God?	Christianity –God What do people say about God? Focus Question (for this investigation): Why do Christians say that God is a 'Father'?	Christianity-Jesus What do people say about God? Focus Question (for this investigation): Why is Jesus special to Christians?	Christianity-The Church What do people say about God? Focus Question (for this investigation): What do some people do because they believe in God?	Hinduism What do people say about God? Focus Question (for this investigation): What do Hindus believe about God?	Islam What do people say about God? Focus Question (for this investigation): How might beliefs about creation affect the way people treat the world?	Judaism What do people say about God? Focus Question (for this investigation): Why might some people put their trust in God?
Personalisation and subject links	Children write their own prayers and link to home lives. Children to bring in photos of their families. PSHE ENGLISH	Create the Creation story using a range of media. Wrap a present and ask children to unwrap. PSHE ENGLISH				
Oak YEAR 1 & Year 2	Christianity – God How do we respond to the things that really matter?	Christianity – Jesus How do we respond to the things that really matter?	Christianity – The Church How do we respond to the things that really matter?	Hinduism How do we respond to the things that really matter?	Islam How do we respond to the things that really matter?	Judaism How do we respond to the things that really matter?
Personalisation and Subject Links	Children are always asked to share personal experiences. CONT	Baptisms, weddings, visits to religious building, their own beliefs and understanding is always shared. CONT	Any children / staff / students in class share their religious views and celebrations. CONT			
Yew How do we respond to the things that really matter?	Judaism: Sukkot	Christianity Light	Hinduism	Christianity Pentecost	Islam	Christianity God
Personalisation and Subject Links	Art & DT: Design and create a mini Sukkah	DT: Make a Christingle; English: design a celebration	English: Write a thank you note to Mrs Marshall. Art: Paint a special item that makes them happy.	Art: Design a Christian Aid poster; English: write about an inspirational figure; design a new celebratory day.	Art: Design a prayer mat; English write about commitments	English: Comic strip creation story; Creation poem. Music: All things bright and beautiful. Art: creation collage
Year 3 Who should we follow?	Leaders Judaism	Christianity (Christmas)	Paganism	Leaders Christianity	Leaders Christianity	Hinduism

Personalisation and Subject Links	PSHE: trust & positive role models	Art: nativity scenes	History: Iron Age		PSHE friendships & forgiveness	PSHE: relationship
Year 4 How should we live our lives?	Sikh Dharma <i>How should we live our lives?</i>	God – Light <i>How should we live our lives?</i>	Hindu Dharma <i>How should we live our lives?</i>	Christianity Jesus <i>How should we live our lives?</i>	Islam <i>How should we live our lives?</i>	Christianity – The Church <i>How should we live our lives?</i>
Personalisation and Subject Links	Explanation writing for Armit Ceremony Descriptive writing- my commitment.	Art – drawings representing symbols of light.	Link to Manor Road and create a code of behaviour / rules.	Art –Easter decorations English -Diary entry		Geography links – location of churches
Year 5 Where can people find guidance on how to live their lives?	Judaism	Christianity – Jesus	Christianity -God	Islam	Christianity The Church	Hinduism
Personalisation and Subject Links	English – story of Hanukkah	Link to Manor Road Code and how we should be in life PSHE – how we conduct ourselves	Art – what does God look like? However, wouldn't do with Muslim child.	Art	PSHE and community feel Manor Road community – who is involved?	What can we learn from these stories? How can we live our lives? PSHE
Year 6 In what way is life like a journey?	Buddhism	Christianity- God	Islam	Christianity – Jesus	Christianity – Church	Hindu Dharma
Personalisation and Subject Links	PSHE	Christmas advent calendars		Easter		