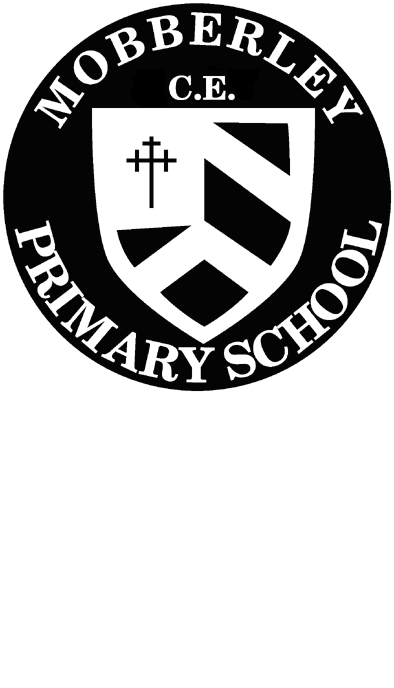
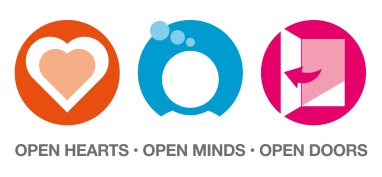
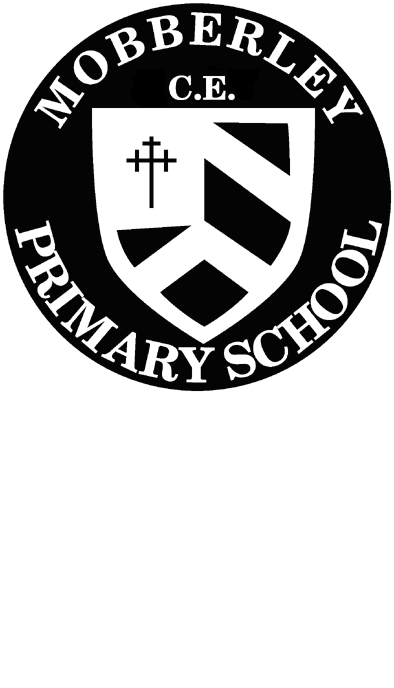
**Mobberley C of E Primary School**

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***MATTHEW 7:7***

*** ASK AND IT WILL BE GIVEN UNTO YOU:***

***SEEK AND YOU WILL FIND:***

***KNOCK AND THE DOOR WILL BE OPENED TO YOU***

**Religious Education Policy**

**Mobberley C of E Primary School Religious Education Policy**

**The importance of Religious Education**

At Mobberley CE Primary School, Religious Education has a vital and intrinsic role in developing children’s knowledge and understanding of religious and non-religious worldviews, beliefs, practices and traditions, in today’s diverse society. Our Religious Education syllabus contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of life and death and issues of right and wrong and what it means to be human. In RE the children learn about and from religions and religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education helps pupils understand the religious experience of others and the ways in which it gives adherents a sense of purpose and meaning in their lives.

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Mobberley C of E Primary School. The spiritual and moral development of our children underpins all aspects of our school life.

Our approach to Religious Education teaching is informed and influenced by:

The Church of England Vision for Education (2016), Valuing God’s Children (2017) and The RE Statement of Entitlement (2019).

**Legal Requirements**

Mobberley Primary is a Church of England Voluntary Controlled School. The school follows the 2022 – 2027 agreed syllabus from Cheshire East – ‘Engaging Encounters, Reasoned Responses, Connecting Communities’.

The majority of work in Religious Education will be based on the Christian faith with the following learning of other major world religions and incorporating religious and non-religious worldviews:

|  |  |
| --- | --- |
| **Reception:**   * Christianity * Other enquiries/faiths/festivals/ themes/ topics will be taught to meet the ELG: People, Culture and Communities | **Key Stage 1: Year 1 & Year 2**   * Christianity (4.5 terms) * Judaism (1 term) * Sikhi (0.5 term) |
| **Key Stage 2 Year 3 & Year 4**   * Christianity (3 terms) * Islam (1.5 terms) * Judaism (1 term) * Sikhi (0.5 term) | **Key Stage 2 Year 5 & Year 6**   * Christianity (3 terms) * Islam (1 term) * Hinduism (1 term) * Humanism (1 term) |

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1, this amounts to 40 – 50 minutes per week totalling 36 hours per year. In Key Stage 2, children should be taught Religious Education for 1 hour and 15 minutes per week, which totals 45 hours per year. At Mobberley C of E Primary School, teachers ensure coverage by planning following the school RE Long Term Plan.

**Withdrawals**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

**Aims**

The purpose of teaching Religious Education in school is:

* To show the children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
* To extend the children’s ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
* To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
* To compliment and enhance current work done to promote British Values and good citizenship.

Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values, and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse religions and secular and non-religious worldviews.

Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

The curriculum for Religious Education should aim to ensure that all pupils:

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

* describe, explain, evaluate, 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.

**B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:**

* explain reasonably 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 a religion or a non-religious worldview.

**C. Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews, so that they can:**

* find out about and 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 beliefs, values, and commitments clearly in order to explain why they may be important in their own and other people’s lives.

**Principles**

We aim through our teaching:

* To provide a course of Religious Education within the framework of the *Diocese of Chester Religious Education Guidelines* appropriate to the

educational needs of the children in our school, at their different stages of development.

* To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
* To assist and encourage experience of Christian life and worship.
* Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and non-religious worldviews in society today.

We aim to encourage children in our school:

* To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
* To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
* To learn something of the religious experiences of others.
* To develop their own beliefs, values and ideals in the light of their experiences
* To develop respect for other people, their beliefs and their life-styles.
* To develop an enquiring attitude towards religion and to explore activities of prayer and worship.
* To experience a sense of spirituality within class and whole school activities and services.

**Entitlement**

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education helps pupils understand the religious and spiritual experiences of others and the ways in which it gives adherents a sense of purpose and meaning in their lives.

The exploration:

* supports pupils in their own search for meaning and purpose in life.
* helps pupils develop their own beliefs, values, and ideals.
* provides a safe and secure environment for pupils to challenge prejudices and misconceptions.
* encourages tolerance and respect for themselves and for other people.
* enables pupils to be discerning so that they can make informed choices about systems of belief whether faith based or secular.
* encourages pupils to recognise and celebrate diversity in society.
* enhances pupils’ understanding of history, art, music, literature, and the media.

The CoRe recommendations (2018) called for a national entitlement to encapsulate a common vision in Religious Education within which schools will be able to develop their own approach, appropriate to their character. Their vision suggests the purpose of Religious Education is knowledge and understanding about:

1. what religion is and worldviews are, and how they are studied;
2. the impact of religion and worldviews on individuals, communities, and societies;
3. the diversity of religious and non-religious worldviews in society;
4. the concepts, language, and ways of knowing that help us organise and make sense of our knowledge and understanding of religion and worldviews;
5. the human quest for meaning, so that they are prepared for life in a diverse world and have space to recognise, reflect on and take responsibility for the development of their own personal worldview.

**Engaging Encounter with Religions and Non-religious Worldviews (EE)**

This aspect of study requires pupils to:

* Acquire knowledge of religious beliefs, practices and values in principal religions/non- religious worldviews represented in Great Britain and beyond e.g. 6 principal religions, other religions, and secular philosophies, e.g. Humanism.
* Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies, and cultures.
* Describe, explain, evaluate, and analyse beliefs, values, and practices.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or non-religious belief system should be the basis for all encounters within religion and non-religious worldviews.

**Reasoned Response to Religions and Non-religious Worldviews (RR)**

This aspect of study requires pupils to:

* Develop the ability to make reasoned critical responses and informed judgements about religious and moral issues.
* Explore and learn to communicate their own beliefs, values, and experiences in terms of the spiritual, moral, social, and cultural aspects of life by: *developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them; responding to such questions by relating religious beliefs, practices and values to their own understanding and experience; reflecting on their own beliefs, values, and experiences in the light of their study.*

Within this aspect, pupils should study issues of identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

**Connecting Communities in Religions and Non-religious Worldviews (CC)**

This aspect of study requires pupils to:

* Develop understanding of how and why people put their beliefs into action in many diverse ways.
* Explaining the diversity within and across religious communities/worldviews. Comparing and contrasting the similarities and differences in those communities.
* Explain reasonably their ideas about how beliefs, practices and forms of expression have come to influence individuals and communities; Appreciate and appraise a religious/ non-religious worldview.

Within this aspect pupils should use the skills of interpretation, analysis, and explanation to engage in an open and sensitive exploration of religious and non-religious worldviews.

**All religious education lessons must contain engaging encounters with religion and non-religious worldviews, encourage reasoned responses and connecting communities.**

In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in EYFS, it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach linked to Development Matters and the Early Learning Goals.

Religious Education in school is organised using a whole school overview, our Golden Threads and long-term plan. This lays out which units, or themes, should be studied by each year group. The Cheshire East locally agreed syllabus 2022 and National Curriculum are referred to. The Chester Diocesan RE offer for VC schools recommends that, where possible, schools make use of the Questful RE syllabus (Blackburn Diocese). Units from Questful supplement our school scheme of work to ensure that we meet the statutory end of Key Stage requirements for Cheshire East.

Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school.

**Implementation**

* Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
* Religious Education may be taught in a ‘whole class’ setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
* Visits to the local Parish Church St. Wilfrid’s are arranged annually for the Infant classes. Beginning and end of term services are held in the church. Other places of worship will be visited as other religions are taught for.

A variety of teaching approaches are encouraged:

* Teacher presentations, role play and storytelling.
* Questions and answer sessions, discussions and debates.
* Individual and group research.
* Photographs, pictures and maps
* IPADs and laptops to research and communicate ideas.
* Mind Friendly strategies will support teaching and learning as appropriate.
* Progression will be aligned by the Cheshire East locally agreed syllabus of work (2022-2027).
* Religious Education may be integrated with other subjects as appropriate for example Computing, History and PSHE.
* Religious Education resources will be reviewed and updated regularly.
* Classroom support will be welcomed under the guidance of the teacher, e.g. skilled individuals and parents etc.
* INSET will be included as part of the Strategic School Improvement Plan and Self-Evaluation.

**Special Educational Needs**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion the children’s differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. Outcome plans may support children who are identified as having special educational needs. These will specify differentiated learning and assessment. (**See separate SEND school policy)**

**Equal Opportunities**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

**Health and Safety**

Teachers have a copy of the School Health and Safety Policy together and all the trips are signed off by the EVC (Educational Visits Coordinator). Located in the staffroom is the Educational Visits Folder for reference to risk assessment and guidance notes.

The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

**Resources**

Resources are stored in the ‘Back Practical Area/Staffroom’. Class teachers request additional resources through the Educational Library Service. An audit of Religious Education Resources is conducted annually.

**Planning, Assessment, Reporting and Record Keeping**

In order to show progress towards the end of Key Stages, the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher’s observations of the child in class or group discussions, activities or recorded work.

Children’s work is evaluated and assessments for each child are carried out at the end of each unit of work and at the end of the year using ‘I can statements’ ARE (Age Related expectations) using our school digital tracking system. These statements and attainment against AREs, will inform future planning assessment; reporting to parents; and curriculum monitoring by the Religious Education Leaders and the Headteacher. Individual Pupil Progress is reported to parents as part of their annual written report. Samples of work are kept by the Religious Education Subject Leaders along with an evidence file.

Long term planning identifies units of work from the Cheshire East locally agreed syllabus scheme of work (non-statutory), Understanding Christianity and Questful. Staff annotate and divide the units of work from the medium-term planning (essential content overviews), so that it informs the short-term planning.

For each ‘essential content overview’ there are some suggested enquiry questions that can be used in planning. It is expected that teachers will use more than one of these suggested questions in each unit of planned work by studying a theme within one religion/worldview or a cross religious/worldview theme. Teachers are free to use their own questions matched to the syllabus.

The enquiry approach to teaching also involves the use of key questions which pupils examine. They devise their own questions and decide where they might look for answers. The enquiry requires students to draw on existing knowledge and to identify their required learning needs. Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence. There should be opportunities for independent learning. Responsibility falls to the student for analysing and presenting the evidence in appropriate ways and in support of their own response to the problem.

This process should involve pupils using a wide range of skills, for example: - investigation, interpretation, analysis, evaluation and reflection. These should be linked to end of key stage statements to ensure continuity.

Staff must ensure that students do not wander aimlessly through a topic without rigour and challenge. The task of the teacher increasingly should be to: -

* Guide research and extend pupils’ understanding by asking more searching and challenging questions.
* Ask open-ended questions that provoke further discussion and stimulate deeper exploration.
* Support students, motivating them to engage with the task and valuing their ideas and contributions.
* Encourage students to reflect on their learning and experiences.
* Monitor progress and ensure that students understand where they are in the process.
* Challenge students’ thinking, encouraging them to extend their boundaries and to seek new ways to work with problems and situations.
* Develop an atmosphere of trust in which students are willing to share and exchange ideas or work co-operatively
* Use or create course materials which develop students' abilities to recognise problems, think independently and critically, and develop their observation, analytical and communication skills - which all enhance future employability.

**Monitoring and Evaluation**

The Senior Leadership Team (Head and Deputy) have overall responsibility for monitoring and evaluating RE in school. This will be done by termly book scrutiny, learning walks and lesson observations.

The RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans.

The RE lead will keep a file of examples of work to demonstrate continuity and progression.

The RE lead will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.

The RE lead will be aware of staff development needs and encourage continuing professional development.

The RE lead will facilitate the sharing of good practice.

The RE lead will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and informed by this policy.

The RE lead will carry out self-evaluation yearly to inform the action plan to ensure progress and accountability can be measured by school governance.

**Governance**

The link governor with responsibility for RE, will sample pupil voice; receive generic feedback from the SLT regarding termly book scrutiny and lesson observations/learning walks.

**RE Subject Leaders:** Mrs Sarah Franklin and Mrs Karen Whalley

**Date:** Autumn 2024