



MABLETHORPE PRIMARY ACADEMY

'Be inspired'

'We are far more united and have far more in common with each other than things that divide us.'

Jo Cox MP - maiden speech in Parliament

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Religious Education is taught in our school because it makes: *'a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.'* (RE: realising the potential, Ofsted 2013).

R.E Policy in Practice

Aims and Objectives:

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Mablethorpe Primary Academy. 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. Our RE curriculum allows children to see the similarities within the major religions and make connections.

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The aims of religious education are:

- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to appreciate and respect the different cultures in today's society.

Legal requirements

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the Lincolnshire Agreed Syllabus and it meets 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 non-denominational and must not be designed to convert pupils to a particular religion.

Entitlement

In order to deliver the aims and expected standards of the syllabus, R.E. should have the minimum allocation time of 5% of curriculum time. This

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roughly equates to one hour a week, although allocation time can fluctuate to match requirement. (36 hours in KS1, 45 hours in KS2).

Planning

At Mablethorpe Primary Academy, we plan our RE based on the Lincolnshire LA's agreed syllabus. The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages. Where possible, teaching will be supplemented with trips to local places of worship or visits from people from religious communities.

The three elements of RE are indicated as follows:

- Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection
- Children in Key Stage 1 are able to **identify** some beliefs and features of religion.
- Pupils in Lower Key Stage 2 can **describe** some of the beliefs and features of religion.
- Pupils in Upper Key Stage 2 will demonstrate **understanding** of some of the beliefs and features.

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Long Term Planning: The RE co-ordinator is responsible for the Long Term planning across the school to ensure progression of skills.

Medium Term Planning: Teachers will use the Lincolnshire Agreed Syllabus for RE on the religions to be studied from the Long Term Planning.

Short Term Planning: Teachers will use the Lincolnshire Agreed Syllabus for RE to form their own short term plans.

Differentiation:

We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons.

Foundation Stage

Religious Education is provided to all pupils at Mablethorpe Primary Academy. In the foundation stage, RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

Assessment and Recording

The standard of work in RE is expected to reflect the targets of children in the core subjects. Displays of children's work in RE are also encouraged. We assess children's work in religious education by making informal judgements against the learning objectives as we observe them during lessons and through their written work. We mark a piece of work

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once it has been completed in line with the Academy's marking policy. Teachers use the outcomes of each lesson to inform future planning and note any areas of particular interest shown. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit using NCFRE (National Curriculum For R.E) criteria. The Subject Leader will monitor evidence of work - including photographs; class discussion books; and planning in order to monitor the progression and development of this curriculum area. Evidence in books should include pieces from both RE targets of Knowledge and understanding and Analysis and evaluation. (See Appendix 1)

Resources

We have a wide range of resources to support teaching of RE which can be found in the Academy Library.

Inclusion

We are committed to the provision of equal opportunities across all subjects including religious education regardless of gender, race and ability.

Right of Withdrawal

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. **If this should be the case**, parents are requested to make alternative RE provision for their child. This will be done in consultation with the RE subject leader and SLT.

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Health and Safety

The general teaching requirement for health and safety applies in this subject. Risk assessments are undertaken before visits off site.

Appendix 1 - Assessment

Knowledge and understanding

- making greater sense of religious and non-religious worldviews by organising and connecting their knowledge and understanding with questions and experiences of life;
- working with more complex information, and with increasing facility with technical vocabulary, about religious and non-religious worldviews, including the impact of people's beliefs, ways of life and forms of expressing meaning on important questions and experiences of life.

by age 7 Y1/2	by age 9 Y3/4	by age 11 Y5/6
<p>recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people, especially in the local area.</p>	<p>describe what believers might learn from the significant texts/writings and other arts being studied;</p> <p>describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions, both locally and more widely;</p> <p>describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used.</p>	<p>make some links between some texts, stories and symbols and guidance on how to live a good life;</p> <p>describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations;</p> <p>describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts.</p>

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Analysis and evaluation

- increasing the range and accuracy of investigative and evaluative skills, and advancing their ability to select and apply their knowledge and understanding of religious and non-religious worldviews to important questions and experiences of life.

by age 7 Y1/2	by age 9 Y3/4	by age 11 Y5/6
<p>investigate features of religious and non-religious worldviews by asking their own questions about them;</p> <p>talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.</p>	<p>investigate different ideas about God and humanity;</p> <p>ask important questions about the practice of faith and compare different possible answers;</p> <p>express their own ideas about how to lead a good life, recognising that others may think differently, and provide good reasons for the views they have and the connections they make.</p>	<p>investigate and make links between some stories and symbols from religious and non-religious worldviews and their guidance on how to live a good life;</p> <p>describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions, providing good reasons for the views they have and the connections they make whilst recognising that others may think differently.</p>

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