



# MABLETHORPE PRIMARY ACADEMY

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## Religious Education Curriculum Statement for Mablethorpe Primary Academy

**'Learning about different beliefs and cultures opens up a new world for me.'**

### 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 encourages: pupils to **'enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.'** Ofsted Research review series: religious education 12 May 2021

Religious Education in our academy gives the children opportunities to learn about, reflect and celebrate the differences of today's society which creates Modern Britain.

**'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**

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## 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 non-religious world views and reflect on the challenging questions that it provokes. Through academic and intellectual study, our RE curriculum encourages pupils to make sense of our complex multi-religious and multi-secular society and the opportunity to make sense of their own place in that world.

### Aims

The main aim of Religious Education is to encourage respect for all beliefs and cultures as well as helping to promote the pupils' spiritual, moral, physical and cultural development. Religious Education will help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;

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- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

## Legal requirements

The RE curriculum forms an important part of our school's Spiritual, Moral, Social and Cultural (SMSC) 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 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 Local Authority's agreed syllabus (LAS) and the Understanding Christianity

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Resources. 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 themes are designed so that pupils progressively develop knowledge and understanding of the principal religions and world views 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**
- **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.

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

**Medium Term Planning:** The RE co-ordinator is responsible for writing a Scheme of Work based on the Lincolnshire Agreed Syllabus for RE and

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Understanding Christianity resources and which follows the progression of the Long Term Plan.

**Short Term Planning:** The Medium Term planning informs the teachers of the progression of the theme to be taught and teachers will use this to follow and create their short term planning.

In addition, the RE co-coordinator has made a termly progression document which clearly states the learning objectives from each lesson of the MTP and informs the teacher which RE lessons are to be taught over the weeks during each term. This document can be found on our school website. This ensures that RE is given as much prominence and importance as other curriculum subjects.

## **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. For example: Children's knowledge can be captured through playing games, art works, drama and role plays, Philosophers' Café ( an opportunity to discuss ideas) and pupils' voice, in which the teacher may scribe the child's thoughts and ideas in their book or use ICT to capture them.

## **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

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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 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 the Lincolnshire Local Authority Assessment Criteria. The Subject Leader will monitor evidence of work - including photographs; pupil/class discussions; monitoring of books/Floor Books and planning in order to monitor the progression and development of this curriculum area.

Assessment in RE will also seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge and also recognise the range of skills and attitudes which the subject seeks to develop. Pupils will also be encouraged to self-asses their knowledge/acquisition of skills during the lesson against a set of well -defined Success Criteria.

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## **Staff training and CPD**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings and surgeries hosted by Lincolnshire Diocesan advisor to ensure up to date knowledge in RE.

## **Resources**

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

## **Cross-curricular links**

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

## **Inclusion**

We are committed to the provision of equal opportunities across all subjects including religious education regardless of gender, race and ability. All learners receive quality first teaching in RE and activities are differentiated accordingly to support to enable them to work towards age appropriate objectives.

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## **Equal Opportunities**

We will set high expectations and provide opportunities for all learners to achieve success in Religious Education regardless of culture, race, gender, ability or disability. Teachers will strive to overcome any potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education so that all learners are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively

## **Visits and visitors**

We are able to visit places of worship in the immediate vicinity of our local area where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Children will have the opportunity to make visits during their time at our school by visiting the church to learn about the Christian celebrations of Harvest, Christmas and Easter. They also have the opportunity to learn about how Christians welcome a baby. Children also have the opportunity to visit the church as part of an after school club called St Mary's After School Club (SMASH) which is ran by the Rev Peter Lyle, staff from the school.

The RE subject leader supports class teachers to organise these educational visits.

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## Health and Safety

The general teaching requirement for health and safety applies in this subject.

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the Academy's health and safety policy in these circumstances.

## **Role of the RE subject leader**

### **The subject leader will:**

- Ensure that all pupils receive their legal entitlement of religious education.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.

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- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the Principal and Academy Council to feedback on the monitoring and impact of RE across the Academy.
  - Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is an Academy protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lesson.

## **Monitoring and Evaluation of the RE Curriculum**

The RE Subject Leader will monitor the effectiveness of this policy in conjunction with the Curriculum Co-ordinator and the Principal. An annual self-evaluation form will be produced to monitor RE across the Academy. This information will subsequently be used to aid the Principal in the completion of the school self - evaluation form.

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## **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. Parents do not have to provide a reason for this and the Academy will comply with the request. Staff have a responsibility to supervise any pupils who are withdrawn from RE but we are not required to provide additional teaching in it's place. If parents/carers wish their child to receive an alternative programme of RE, it is their responsibility to arrange this. 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.

Date of validation: 16<sup>th</sup> July 2021

Signed.: Karen Sanghvi RE Subject Leader

Signed.....Principal

Date of review: 16<sup>th</sup> July 2022

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