



Religious Education Policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

*Everyone Aims High
Everyone is included
Creativity is valued*

VALUES

Respect, Inclusion, Lifelong learning, High Aspirations, Resilience, Communication.



Approved by: Governing Body

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Introduction :

Mission Grove Primary School's vision is to be able to establish the ethos of understanding of the beliefs and values of the families represented in our community.

Our aim at Mission Grove Primary School is to ensure that learning in Religious Education has a strong focus on deepening pupils' understanding of the nature, diversity and impact of religion and belief in the contemporary world.

We aim to provide a rich Religious Education Curriculum with a clear focus on what pupils need to learn and progress. By the end of each key stage, we expect our pupils to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The teaching of RE in our school is done through the locally agreed syllabus of London Borough of Waltham Forest and can be found on our website at www.missiongroveschool.co.uk

1. Legal Requirements

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which "promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life".

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly-based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education to pupils at every Key Stage. All schools must publish their curriculum by subject and academic year online (DfE National Curriculum 2013).

These requirements in law are reinforced by the current practice of HMI through Ofsted Inspections, where RE may be subjected to "deep dive" inspections and check for legality and quality.

2. Aim

At Mission Grove Primary School, we aim to :

- Ensure all staff and pupils are confident, competent and independent learners about Religious Education
- Our aim is to engage pupils in systematic enquiry, so that they can develop the understanding and skills needed to appreciate their own and other people's beliefs
- Motivate and inspire pupils to develop an appreciation of different religious, customs and religions in the context of the wider world
- Enrich learning and promote both autonomous study and group work to raise standards in RE
- Provide continuity and progression in the RE National Curriculum and programme of study of the syllabus
- Provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development

3. Intent

At Mission Grove Primary School, our intent is to support our children in developing an outstanding level of religious understanding and knowledge. We aim to do this through engaging pupils in systematic enquiry into significant human questions, which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and understand issues related to the nature, truth and value of religion. We want our children to develop a respect for other beliefs and religions, appreciate, and celebrate the diverse world in which they live. We want to equip children with not only the minimum statutory requirements of the Religious Education National Curriculum, but prepare them for the opportunities, responsibilities and experiences of later life.

Our RE Curriculum is structured so that it :

Makes sense to all pupils at Mission Grove Primary School

Focuses on core concepts

Allows pupils to encounter diverse examples of religion and worldviews

Enables pupils to embed learning in their long term memory

Makes space for pupils' own beliefs / worldviews

Encourages pupils' personal development, applying their learning to living

4. Implementation

- To support the delivery of this, teachers have access to planning and resources published by the London Borough of Waltham Forest. The agreed syllabus units are either systematic or thematic
- Systematic units focus on only one religion or worldview and thematic where two or more religions or worldviews are looked at
- Children are taught to understand and respect the importance of religious beliefs in the world around them. The three strands that run through this syllabus (believing, express and living) ensure that there is adequate exploration for each of these three strands in the syllabus
- The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs

from a range of different faiths and worldviews

- We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. This is why an enquiry approach is implemented, encouraging higher order thinking and allowing our children to explore in a way that is meaningful to them
- R E is planned for weekly lessons
- We have developed a progression of skills with each year group that enables pupils to build on and develop their knowledge and skills each year
- Pupil progress assessed in relation to each of the aims, the aims are broken down further into age-related outcomes further on in the syllabus
- High quality teaching by teachers ensures that children are able to achieve their learning intention
- Children are given the time, resources and well-planned tasks, in order to achieve the Learning Intention with differing elements of independence
- Differentiation is facilitated by teachers, to ensure that each pupil can access the RE curriculum
- Pupils are regularly given the opportunity for self, peer and teacher assessment in relation to each of these aims, which will then be used to address misconceptions
- Teachers once a term carry out deep dive marking which then show overall assessment of the unit taught
- Effective use of education visits are planned for each year group, to enrich and enhance the pupil's learning experiences within the RE curriculum
- At Mission Grove Primary School, religious days and festivals celebrated with assemblies and school community

5. Impact

The impact of this curriculum design leads to progress over time across key stages relative to a child's individual starting point and their progression of skills. Most children will reach their age related expectations for RE and some will exceed these expectations. Our exciting RE curriculum will allow pupils to be enthusiastic RE learners, enjoy the subject and prepare them as fluent, resilient, ambitious, lifelong learners ready to thrive in the next stage of their education evidenced in pupil voice and their work.

6. E Y F S

The agreed syllabus reception units support children's understanding of Religious Education through Understanding the World. The themes to which each unit relates in the early years foundation stage, children are encouraged to use their imagination and curiosity to develop their views and beliefs about themselves, their family and community. They are encouraged to explore others views, cultures and beliefs, reflect on belief, culture and practice through observing festivals and celebrations, sharing stories, visuals, toys and puppets, handling real artefacts, role-play, books and discussion.

7. Roles and Responsibilities

The Governors are responsible for ensuring that there is a RE Policy and development strategy.

The Headteacher is responsible for :

- Meeting statutory RE requirements
- Ensuring that there is a RE Policy, validated by the LA, and that it is implemented

- Ensuring that the school is adequately resourced and equipment maintained
- Ensuring that teachers are appropriately trained
- Ensuring that the RE Lead is effectively line managed and supported

The Class Teacher is responsible for :

- Developing the pupil's RE development in accordance with school policy and the requirements of the RE curriculum
- Ensuring that each pupil has equality of access to RE lessons and resources
- Developing their own capability and knowledge to support their teaching and pupils learning

The Subject Lead is responsible for :

- CPD – keeping up to date on the RE curriculum
- Providing staff Inset as part of CPD
- Liaising with LA advisory staff and other agencies
- Liaising with other schools
- Develop appropriate resources to support the subject in question
- Ensuring that curricular RE resources are appropriately budgeted for
- Developing their own capability to support teaching and learning
- Co-Ordinating the writing of the school's RE policy
- Monitoring and reviewing RE practice and provision
- Organising resources to support the RE policy and its priorities
- Ensuring staff access to RE
- Identifying what RE support is needed by staff
- Assisting staff to incorporate RE into their planning and lessons
- Arranging in service support
- Providing advice

8. Assessment, Recording and Reporting

The RE lessons provide assessment opportunities, both formal and informal, in each unit of work. The lessons clearly identified with differentiated expectations for what pupils would be able to do by the end of the lessons topic. Regular acknowledgement in books is visible; teachers use the school marking policy again lesson expectations to inform their marking. Teachers track pupil's progress by marking pupils' work regularly, including having oral discussions. Greater Depth marking is carried out once a term using one of the lessons taught and questions deeper understanding.

A wide variety of monitoring strategies also used in our school, including Learning Walks, scrutiny of RE books, checks of marking and planning, pupil voice surveys, as well as direct observations of teaching and learning. These all help to ensure consistency in evaluating our assessment provision.

9. Withdrawal from the subject

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum, which can be taught to all

pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should be raised with the Headteacher.

10. Religious Visits / Visitors

All year groups participate in at least one RE related visit to religious places during the year or arrange for a visitor to come into the school.

11. Class Displays

Classroom displays, resources or reflection areas are updated each time a topic theme changes. All displays feature work from children, labelled clearly with their names. RE reflection areas have relevant RE books related to termly RE units. The area also may contain :

Books

Artefacts

Posters

Religious Titles, eg the religion being studied

Vocabulary

12. Resources

The resources include books, artefacts, posters etc, that relate to an RE focus.

This policy will be reviewed in line with any changes within the national, local or school RE curriculum.