

## Religious Education (RE) Policy The Mease

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### Intent for RE at The Mease

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS framework (September 2023) outlines the importance of an effective religious education curriculum. At The Mease, our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

### Our Christian Vision

The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At The Mease, we are aspirational for the future of all our pupils and adults, in that they will learn how to '*grow and flourish*' as healthy and fulfilled individuals who are passionate about life and learning.

Each of us is a unique individual and, like the mustard seed, we all have the potential to grow and to flourish. At The Mease, every member of our school community is valued and cherished; both as an individual and for the contribution they make to the schools and the wider communities. The mustard seed starts by growing strong, deep roots. With the perfect conditions it grows, becomes strong and attracts birds to rest among its branches. Like the tree that the seed in the parable becomes, we aspire for our federation to be a place where everyone feels at home; for us all to become the people that God calls us to be. Jesus said that faith as small as a mustard seed could achieve great things, even move a mountain. Big things can come from small beginnings; who knows what great things our children will go on to achieve in the future?

### *Our Core Christian Values*

Mary Howard and St Andrew's share a strong commitment to Christian and human values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

#### **Koinonia**

*"We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach; if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully". - Romans 12:6-8*

Through Christ, we all share fellowship with one another as one big family. Koinonia comes from the Greek word meaning community or fellowship that involves deep, close-knit participation among its people. This shows the special relationship we have with each other in a community where we look after each other, where we are welcomed and accepted, no matter who we are.

#### **Wisdom**

*"If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him." (NIV) -James 1:5*

We recognise the value of wisdom in the Parable of the Sower where the plant sprouts fruitfully from the soil that is rich in the word of the gospel.

### Love

*“Let each of you look not only to his own interests but also to the interests of others.”* – Philippians 2:4 7:12

We recognise the value of love in the Parable, The Good Samaritan where love was shown through helping someone who was hurt.

### Perseverance

*“We will reap the harvest if we do not give up.”* – Galatians 6:9

We recognise Jesus as the ultimate example of perseverance in the Bible. We can read his story, through the gospels, and follow his example and he shows us how to persist through adversity, pain, sorrow, mountaintops and valleys.

### RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office. See link below:

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

In line with this **Statement of Entitlement for Church Schools**, Christianity at The Mease is the principal religion studied in each year group and is allocated at least 50% of curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice. This is evident in our Long-Term Plan.

### The RE curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the decision made by the **governing body** and trust board, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. (**See Appendix 1**)

### The aims of Religious Education in our school

Because of our RE Curriculum, our children Grow and Flourish as religiously literate pupils through:

**Koinonia** – a profound sense of community and belonging that fosters mutual respect and understanding among diverse faiths and beliefs. Our children learn the importance of collaboration and shared experiences, recognising that engaging with others’ perspectives

enriches their own understanding of religion and spirituality. Through Koinonia, pupils develop the ability to appreciate and celebrate differences, cultivating empathy and compassion as they explore the interconnectedness of humanity. This communal approach not only enhances their religious literacy but also encourages them to contribute positively to their communities, embodying the values of togetherness and support in their journey of growth and flourishing.

**Wisdom**- an outstanding level of religious understanding and knowledge. A strong understanding of how the beliefs, values and practices and ways of life within religion cohere together.

**Love**- a wide and deep understanding across a wide range of religions and beliefs. The ability to link the study of religion and belief to personal reflections on meaning and purpose.

**Perseverance**- ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to nature, truth and value of religion. Exceptional independence; the ability to think for themselves and take the initiative in asking questions, investigating, evaluating and working constructively with others.

### **The Mease Mission:**

At The Mease, we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems.
- A willingness and ability to communicate with different audiences.
- Confidence and resilience in and out of school and their future workplace.

### **The management of RE**

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Our school and trust leaders ensure that the provision, profile, and priority of religious education result in an effective curriculum.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place and are in line with the Local Agreed Syllabus
- creating the RE action plan and ensuring its regular review
- accountability for RE standards in the school



- meet with member of the

Diocesan RE advisory team every term

### **RE outcomes for pupils**

Front cover sheets for each unit, that have been developed by the RE lead, provide learning questions and unit-specific vocabulary that will be taught during each half term. These learning questions are used to provide a clear pedagogical focus when completed as a pre-assessment for each unit before being revisited as a post-assessment at the end of the half term. Results are then collaborated by class teachers and added to our pupil tracking sheets. RE is also reported on pupils' end of year report.

### **Right to withdrawal**

At The Mease, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the head teacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and does not take part in alternative religious education, they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

### **Current RE practice and principles**

As part of our aim to ensure RE is seen as a high status academic subject, we have placed high priority on developing the children's understanding of religious literacy and core theological concepts. Children are regularly given chances to engage with the text at a critical level and staff are trained in aiding children to make connections across their learning to see the Bible as a salvation narrative. When teaching, staff refer to the "Big Frieze" by Emma Yarlett and encourage children to use this to underpin the connections they are making. Knowledge mats are also used to ensure children are using vocabulary appropriate to their age and are engaging in progressive and challenging content, these knowledge mats also provide support to ensure all children can access the learning at their own level.

High status is given to the teaching of RE, and each lesson is delivered by the class teacher. Support for the planning of RE is provided by our Christian Distinctiveness Advisor.

### **Monitoring of RE**

Evaluation is carried out to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Religious Education within the school, in order that pupils make the greatest possible progress.

Evaluation includes a regular evaluation of the content of the Religious Education Curriculum to ensure that the Agreed Syllabus requirements are being fulfilled in the best possible way.

Monitoring of teachers' planning is carried out to check that plans are actively put into action in the classroom. Pupils' progress and performance is evaluated. The effectiveness of any INSET for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

Evaluation may take place by means of a number of methods including:

- Looking at children's work using the agreed proforma for book trawls
- The analysis of teachers' planning as seen in Long and Short Term Plans
- Discussion among groups of staff or the whole staff
- Classroom observation
- External inspection and advice
- Discussion with the children



## Appendix 1 – The Mease RE Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>CREATION/GOD</b> F1 Why is the word God so important to Christians?	<b>INCARNATION</b> F2 Why do Christians perform nativity plays at Christmas?	What makes every person special, unique and important?	<b>SALVATION</b> F3 Why do Christians put a cross in the Easter garden?	What happens in our church?	Why are some stories special?
Yr1/KS1A	<b>GOD</b> 1.1 What do Christians believe God is like?	What are festivals of light and why do we have them?	What do Muslims believe?	<b>SALVATION</b> 1.5 Why does Easter matter to Christians? <i>(Core learning)</i>	How do Christians talk to God?	How can I make a difference in the world?
Yr2/KS1B	<b>CREATION</b> 1.2 Who made the world?	<b>INCARNATION</b> 1.3 Why does Christmas matter to Christians?	What do Hindus believe?	<b>SALVATION</b> 1.5 Why does Easter matter to Christians? <i>(Digging deeper)</i>	<b>GOSPEL</b> 1.4 What is the Good News that Jesus brings?	What makes some places sacred?
Yr3/LKS2A	What can we learn from a mosque?	What are festivals of light and why do we have them?	Is life like a journey?	<b>SALVATION</b> 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	<b>GOSPEL</b> What kind of world did Jesus want?	How do people express their faith through the arts? <i>(Spirited Arts)</i>
Yr4/LKS2B	<b>CREATION/FALL</b> 2a.1 What do Christians learn from the creation story?	<b>INCARNATION/GOD</b> 2a.3 What is the Trinity? – <i>(Core Learning)</i>	What can we learn from a mandir?	What does it mean to be a Hindu in Britain today?	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>PEOPLE OF GOD</b> 2a.2 What is it like to follow God?
Yr5/UKSA	<b>GOD</b> 2b.1 What does it mean if God is holy and loving?	How do people express their faith through the arts?	What are the five pillars of Islam?	<b>SALVATION</b> 2b.6 What did Jesus do to save human beings?	What does it mean to be a Muslim in Britain today?	<b>KINGDOM OF GOD</b> 2b.8 What kind of king was Jesus?
Yr6/UKS2B	<b>CREATION/FALL</b> 2b.2 Creation and science: conflicting or complementary?	<b>INCARNATION</b> 2b.4 Was Jesus the Messiah? <i>(Core Learning)</i>	What matters most to Christians and Humanists?	<b>SALVATION</b> 2b.7 What difference does the resurrection make for Christians?	<b>GOSPEL</b> 2b.5 What would Jesus do?	<b>PEOPLE OF GOD</b> 2b.3 How can following God bring freedom and justice?