



Religious Education Policy

Key Document Details

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Our School Vision:

You are amazing, loved, valued, wonderful and unique... God made you this way.

"I have come that they might have life and have it to the full." John 10:10

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

Aims:

Religious Education is an important part of the broad and balanced curriculum provided at The Manor School. Through the teaching of RE, it strengthens our Christian vision and associated values, which are central to our every day school life.

We believe the teaching of Religious Education:

- Gives the children opportunities to deeply explore and develop their knowledge and understanding of Christianity and other world religions and traditions.
- Encourage children to ask, challenge and reflect on what they have learned and already know.
- Develops their understanding and knowledge of parables, the bible and the role of the church and how these impact Christian and other religion life and values.
- Develop spiritually, morally, culturally and socially by supporting them in reflecting and making connections.
- Develop a sense of awe, wonder and mystery, including asking their own enquiry big questions.
- Enable children to develop a sense of identify and belonging within the community.
- Encourage an attitude of respect, open-mindedness and curiosity.

Legal Framework:

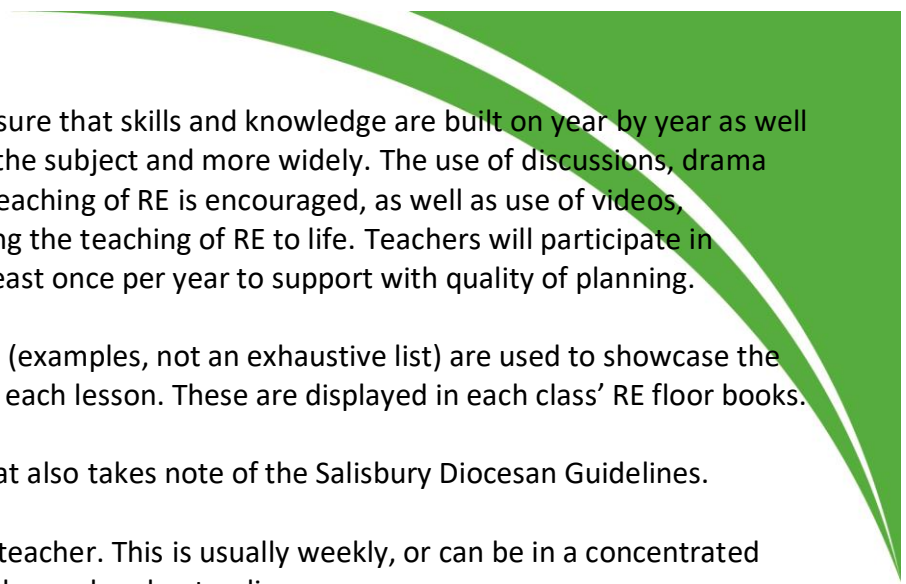
The RE curriculum forms a central part of The Manor's spiritual, moral, cultural and social teaching. The RE curriculum is based on 'Understanding Christianity' (a Christianity planning resource) and the Discovery RE syllabus. The Education Act 1996 states that an Agreed Syllabus must reflect the fact 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.

Rights to Withdraw:

We recognise that parents have the legal right to withdraw their children RE on the grounds of conscience. The right to 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 such as history or citizenship. If a parent wishes to or considering to withdraw their child, they need to contact the head teacher to discuss their concerns, policy and practise of RE.

Teaching and learning:

To support the teaching and learning of RE across The Manor, the teachers use Understanding Christianity and Discovery RE. Units from Understanding Christianity and Discovery RE are planned for on



a long term basis for each year group to ensure that skills and knowledge are built on year by year as well as to ensure that links can be made across the subject and more widely. The use of discussions, drama and art help to engage the children in the teaching of RE is encouraged, as well as use of videos, photos/images, artefacts and stories to bring the teaching of RE to life. Teachers will participate in planning clinics with the subject leader at least once per year to support with quality of planning.

Thoughts on post it notes, photos, art work (examples, not an exhaustive list) are used to showcase the children's exploration and reflection within each lesson. These are displayed in each class' RE floor books.

RE is taught according to the Trust Deed that also takes note of the Salisbury Diocesan Guidelines.

RE is taught to pupils regularly by the class teacher. This is usually weekly, or can be in a concentrated block if this supports the children's knowledge and understanding.

RE is a core subject, and as such, has an equal standing with other core subjects in the primary curriculum.

Assessment and recording:

At the end of each unit of work, teachers will assess the children based on their work and contribution's during class activities. On occasions, where relevant, an assessment task may be given. Attainment of the children will be recorded on the year group RE tracking sheet where progress throughout each year can be monitored. Children will be judged to be working towards, working at or working beyond the expected standard. Teachers will use a floor book to record the children's learning and evidence their discussions and progress. Parents receive an annual report of their child's progress in RE.

Spiritual, Moral, Social and Cultural Education:

The impact of RE should develop the non-material well-being of everyone within the school, e.g. self-esteem, creativity, questioning skills. It is also an opportunity to develop the children's understanding of right/wrong, concern and compassion. The children should also be able to develop their sense of responsibility within the school, at home and within the community, as well as having a sense of belonging, a positive attitude and appreciate their own and others' beliefs. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Subject Leader and monitoring:

The RE subject leader, together with the leadership team, will monitor the effectiveness and evidence of RE within the school. Monitoring will be in the form of learning walks/lesson observations, floor book looks and pupil voice. The evidence gathered from monitoring will support the next steps of RE and link to the RE Action Plan. Training will be given to staff members to change or improve an area with the RE curriculum as required. The RE leader will meet regularly with the TWHF RE Network to support each other in the delivery of this subject