



Policy for Religious Education

This policy replaces	Unknown
Date policy approved by Governing Body	July 2017
Date of next review	July 2020
Reviewer	Personal Development, Welfare and Behaviour Sub-Committee. Collective Worship/RE Leader

Religious Education Policy

This policy is implemented within the context and spirit of the Vision Statement of Market Harborough Church of England Academy, which values all members of the community equally and respects them as individuals.

“In the Christian Faith, giving of our best, growing in knowledge and kindness.”

The policy is underpinned by the values of the school:

Helpfulness and Relationships

Generosity and Thankfulness

Forgiveness and Compassion

Hope and Trust

Courage and Perseverance

Respect and Dignity

This policy should be read in conjunction with the following policies:

- SMSC
- Collective Worship
- Community Cohesion
- Assessment
- Feedback
- Curriculum
- SEND

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject. 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’.

Market Harborough Academy is a Church of England Primary School. RE is taught according to the Leicestershire Agreed Syllabus 2011 ‘Harmony and Diversity’. We also use additional Diocesan units of work to address the particular significance of Christianity in the distinctive life of a church school. From September 2017 we will be using ‘Religious Literacy for All’ – the new Leicestershire syllabus. We will also be using the ‘Understanding Christianity’ materials provided by the Diocese of Leicester.

Rationale

The teaching of RE allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christianity and other principal religions. RE makes a significant contribution to the spiritual, moral, social and cultural knowledge and development of pupils. The study of world religions, their stories, traditions, history, philosophies and ethics is an essential part of a broad, rich and well-rounded education. Religious literacy, knowledge and understanding make an important contribution to community cohesion, the instilling of British and moral values and our ability to empathise with the viewpoints and beliefs of our neighbours.

‘The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.’ Leicestershire Agreed Syllabus 2016

Skills to be developed in Religious Education (in line with the new curriculum from September 2017)

Pupils should:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Approaches to teaching RE

To make religious education a lively, active subject we employ a variety of teaching methods including reading, direct instruction, inquiry, discussion, recording, group work, visiting speakers, trips, film, art, music, role play and drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

We visit the church of St Dionysius in Market Harborough regularly and work closely with our vicar, Foundation Governors and other members of the parish to enhance and deepen our RE lessons. We plan opportunities for our pupils to encounter other local faith communities through visits to places of worship or from members of faiths other than Christian.

In September 2017 RE will be organised into three strands [in line with the new curriculum]:

- Believing
- Expressing
- Living

Organisation

Religious Education is taught in weekly lessons throughout the year, alongside special celebrations and festivals. Three quarters of the curriculum is focused on learning about and learning from Christianity. Other faiths that we explore are Islam, Judaism and Hinduism. Connections are made with literacy, the Arts and spiritual, moral, social and cultural development (SMSC). Christian teaching also continues throughout the year as part of Collective Worship. Pupils record their learning in their books. However, as a result of recent monitoring, it has been decided that children will have one RE file throughout their time at Market Harborough CE Academy which, builds a portfolio of RE learning as they progress through the school. This will be introduced imminently.

Entitlement

Age Group	Annual entitlement
EYFS	36 hours of RE
5–7s:	36 hours of RE
7–11s:	45 hours of RE

In accordance with the structure of the National Non-Statutory Framework for RE,

Children aged 4–5 in EYFS	encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7 in Key Stage 1	learn mainly about Christianity and Islam
7–11 in Key Stage 2	learn mainly about Christianity, Islam, Hinduism and Judaism.

RE and Early Years Foundation Stage

RE in the EYFS sits within the areas of personal, social and emotional development and understanding the world. RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships.

Assessment

The assessment of RE is informed by the academy’s Assessment and Feedback Policies. Formative assessment strategies are embedded in teaching and learning in RE as in all subjects. Teachers use a range of formative assessment strategies and informal tasks to assess pupil learning and to inform further teaching. A mastery approach to summative assessment is adopted. Teachers use evidence from formative assessments conducted throughout the year to make a summative judgement of pupil attainment at the end of each year.

Monitoring and Evaluation

Monitoring and Evaluation of Religious Education is the responsibility of the Subject Leader for RE, the Head teacher and the Governors’ Personal Development, Welfare and Behaviour Committee.

Monitoring activities include:

- work scrutiny
- lesson observation/worship observations
- pupil interviews
- learning walks

The Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development and learning (CPDL); provides coaching and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in RE by: observing teaching and learning in RE regularly; analyzing assessment data in order to plan whole school improvement in RE; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engagement in educational research and scholarly reading.
- Keeps parents informed about RE issues.

- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in RE.
- Works in close partnership with the school's SENCO to ensure the learning needs of all pupils in RE are met effectively.
- Keeps the academy's policy for RE under regular review.

Reporting to parents

On an annual basis, the school reports to parents on attainment and progress in RE based on teachers' annual summative assessment judgement.

The right of withdrawal from RE

At Market Harborough C of E Academy, we are committed to the principles of inclusion and hospitality to people of all faiths and none. We recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the headteacher to discuss any concerns or questions they may have about the teaching of Religious Education at Market Harborough C of E Academy.