



Religious Education Policy

| Date of issue | Next review | Version | Signed: Chair of Governors | Signed: Headteacher |
|---------------|-------------|---------|----------------------------|---------------------|
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Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



Rationale

Religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values.

Aims

- to gain a knowledge and understanding of the beliefs and practices of Christianity and other major world religions;
- to enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice;
- to enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.

Requirement

The legal requirements for religious education state that religious education must be provided for all registered pupils in school including those in reception classes. Mundella Primary School has elected to follow the Kent Agreed Syllabus for Religious Education for 2012.

Objectives

To gain a knowledge and understanding of the beliefs and practices of Christianity and other major world religions.

- to identify and describe the key features of Christianity and other world religions , such as key figures, teachings, ceremonies, festivals and sacred writings;
- to identify elements common to a number of religions, such as public worship and marriage ceremonies;
- to identify features which are distinctive of particular religious traditions, such as the use of a mezuzah in Judaism.

To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice.

- To become aware of the ultimate questions which life raises such as: Why do people believe there is a God? How was the universe created? What happens in life after death? To appreciate the different answers offered by Christianity and other traditions.
- To engage with issues which arise from a study of religions such as the value of special times, rituals, days of worship, festivals, mourning rituals and funerals.

To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.

- To appreciate that much of personal value can be gained from a study of the teachings of living religions inspirations to Gods work such as ideas about the way we might treat those less fortunate than ourselves from looking at stories like the Good Samaritan in the Bible.
- To appreciate the value of religious ritual and practice such as silence, stillness and reflection.

Time allocation

The Dearing Review (1995) recommends a minimum amount of 5% of curriculum time for religious education, which equates to 30 minutes per week in Foundation Stage, 36 hours per year at Key Stage 1, and 45 hours per year at Key Stage 2. The time allocation does not include time spent in acts of worship or assemblies but does include time spent in preparation for them. At Mundella School, children in Key Stages 1 and 2 RE for children may be taught for 45- 60 minutes per week, due to time restraints, or taught in discreet blocks of time as part of our 'Off Plan' Weeks (Christmas and Easter).

Curriculum Planning

The Kent Agreed Syllabus 2017 is the basis for our curriculum. It:

- devotes most attention to Christianity at each key stage;
- includes a study of all the religions recognised as principal in Great Britain over key stages 1- 4, Hinduism, Judaism and Sikhism are the prescribed religions covered in Key Stage 1 and 2;
- includes a study of the moral dimension of religions at each key stage.

At Mundella Primary School, the long term plans for each year group have been devised in order to fully cover the requirements of the Programme of Study in the Kent Agreed Syllabus. In all year groups Christianity is studied naturally allowing for the inclusion of work based upon Harvest, Christmas and Easter.

The children in the Foundation Stage will study Religious Education through planned activities identified in the Early Learning Goals and will also study some aspects of different world religions.

The focus will still be primarily on elements within Christianity and will be structured around stories. The main topics will still be focused upon Special Times, Special Places and Special People. In Key Stage One pupils will study three Core Units on Christianity, Judaism and Hinduism. This has been arranged so that Year One will study Judaism and Year Two will study Hinduism.

In Key Stage Two pupils will engage in higher level study of Christianity and Judaism and will also study Islam and Sikhism. This has been arranged so that Year Three will study Judaism, Year Four and Year Five will study Islam and Year Six will study Judaism and Sikhism. This is a Transition Unit which is taught at the end of Year Six with links to study at Secondary Schools.

Progression and continuity can be seen through the different expectations that are clearly stated in each Key Stage's Schemes of Work. It is also shown through acquiring wider and more detailed knowledge of religious beliefs. A deeper understanding of the meaning of stories, symbols and events. A more fluent and competent use of religious language and terminology and increased levels in skills when responding to questions of identity.

Principles of Teaching and Learning

Differentiation and Special Needs

When studying Religious Education teachers will ensure that they encompass the full range of age and ability including the most able within their class. For the children resources will be accessible and appealing. They will focus on religious practice and the use of religious artefacts where possible. The full range of strategies to achieve differentiated learning will be employed including task, outcome, resource, support and pupil grouping. There will also be particular emphasis upon ensuring that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

Breadth and Balance

Although work on Christianity will predominate at both key stages, there will be work in depth on other world religions. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes and respect for diversity.

Variety of teaching styles

Pupils will experience a wide range of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through a whole range of teaching and learning experiences for example:

- listening to the teacher;
- reading texts;
- seeking information for themselves in libraries and via the internet;
- discussion with the teacher and other pupils;
- pair and group work;
- using a range of media such as artefacts, pictures, photographs, music, role play and drama;
- visits and visitors.

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Relevance

Religious education will be made relevant in at least two ways. Firstly, teachers should establish clear links between elements of religious belief and practice and aspects of children's own lives, for example when teaching about the dietary laws in Judaism. Learning could start by asking questions about foods pupils like and dislike and where some families are vegetarian.

Secondly, teaching will seek to enable pupils to gain something of personal value from their study of religious belief and practice, for example the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular skills and links

Religious education can make a contribution to the development of general educational abilities such as literacy, seeing the world through other people's eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a contribution to pupils' spiritual, moral, social and cultural development. It addresses issues which arise in a range of subjects such as English and

History as well as personal and social education. As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship.

The use of I.C.T can enhance children's motivation in religious education; they can find out information about religious beliefs, use the internet and E-mail for exchanging information and use word processing skills to retell stories and present information in a more colourful way.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions; Particular care should be taken if the objective is to;

- handle artefacts, e.g. A splinter from a piece of wood;
- consume food, e.g. If tasting some of the food eaten by Jews during the Seder meal;
- visit places of worship;

Teachers at Mundella Primary School should conform to guidelines within the school health and safety policy in these circumstances. Any visits must follow the guidelines for "Offsite" working.

Assessment, Recording and Reporting

Assessment in Religious Education will:

- directly relate to the attainment targets, AT1 Learning about religion, AT2 Learning from religion;
- involve identifying suitable opportunities in schemes of work;
- be directly related to the attainment targets in the Kent Agreed Syllabus 2012, as well as the local and national expectations of achievement in religious education;
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;
- recognise the range of skills and attitudes which the subject seeks to develop;
- employ well defined criteria for marking and assessment which identify progress and achievement as well as effort;
- include pupil assessment.

During each term children will be assessed for each scheme of work taught and studied. These assessments will support a final assessment for each child at AT1 and AT2 at the end of each academic year. These results will be recorded on a Foundation Subject assessment sheet. These will form the basis of feedback to pupils and reports to parents.

Establishing standards

The level descriptors shown in the Kent Agreed Syllabus should be referred to when assessing children's progress. In Key Stage One the pupils should be between Stages 1-2, and in Key Stage Two within the range of 3-6. There are two Attainment Targets that the children will be assessed against. AT1: Learning about religion- knowledge and understanding and AT2 : learning from religion, evaluation and application.

(Please refer to Establishing Standards: Kent Level Descriptions in Appendix).

Management and administration

Religious education will be managed by the curriculum leader (Mrs Paez) who will produce a subject policy, related to whole school policies, a detailed scheme of work and manage the resources. Planning documents will be regularly reviewed.

Role of the Curriculum Lead and Phase Leaders

The Curriculum Lead and Phase Leaders will:

- seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Kent Agreed Syllabus;
- ensure that all teachers are aware of 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;
- support colleagues and develop their subject expertise;
- develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievement;
- seek opportunities for professional development for themselves and other staff;
- order resources.

Resourcing

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music, CD.s, DVD's and artefacts. Funding should also allow for visits to different places of worship and INSET for staff will be provided through the Standards Fund.

All resources will be listed, stored safely, be easily accessible and kept in good condition.

Resource banks will be available for both staff and pupils on all major religions studied.

Teachers right not to teach Religious Education

From the time of the 1944 Education Act, teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them.

Parents right to withdraw pupils from Religious Education

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any requests from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

Review

The Phase Leaders and SLT will monitor classroom teaching on a yearly basis.

The effectiveness of the Phase Leaders will be evaluated in discussions with the Headteacher. Resources, teaching methods and needs will be identified and priorities for INSET will be established. This evaluation will form the basis for an action plan that will inform the school improvement plan.