



# Marsh Green Primary School



## Religious Education Policy

Written by: Lucy Knott



Achieve Believe Celebrate

This policy reflects the values and philosophy of Marsh Green Primary School in relation to the teaching and learning of Religious Education (RE). It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning and assessment.

### Aims

The aim of RE is that: 'Religious Education will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

At Marsh Green Primary School we actively promote the values of mutual respect and tolerance of those with different faiths and beliefs. RE is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school.

### Teaching and Learning

RE is taught as a discrete lesson and as a school we use a range of teaching and learning styles. Religious Education is also developed through a range of cultural activities and whole school events such as whole school assemblies and themed weeks. Such provision includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and wrong.

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity will be the main religion studied. The school's frameworks for Religious Education (which is attached) sets out the provision for the whole school's work in Religious Education. The Approach to Religious Education requirements and guidelines presented in the Wigan Agreed Syllabus have been adopted and school has added to and adapted the topics covered within this syllabus.

At Marsh Green the teaching of Religious Education according to the 'Wigan Agreed Syllabus' is approached with the following principles in mind:

- There are no presumptions made as to the religious backgrounds, beliefs and values of the children and staff;
- Religious backgrounds of all members of the school community are valued and everyone is encouraged to share their own experiences with others freely;

- All religions and their communities are treated with respect and sensitivity and we value the links which are, and can be made between home, school and a faith community;
- We acknowledge that each religion studied can contribute to the education of all our pupils;
- We promote teaching in Religious Education that stresses open enquiry and firsthand experiences wherever possible for both staff and children.

### Organisation

The time allocated to Religious Education follows the recommendations in line with other Units of the Curriculum. Each Year Group is required to cover 6 Units of work over the year, as laid out in the Wigan Agreed Syllabus. As a result of the way in which the curriculum is organised, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up in to smaller sessions. However, over the whole year, Class Teachers and the Religious Education Subject Leader endeavour to ensure that all children have equal access to the required amount of Religious Education time.

### Children with Special Educational Needs

We teach Religious Education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

### Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education - in its entirety or in part. If a Parent/Carer chooses to withdraw their child from RE then arrangements are made for that child to be withdrawn during RE lessons by the class teacher.

### Assessment

Teachers assess the children's work in Religious Education by making informal judgements as they observe during lessons. We have clear expectations of what pupils will know, understand and be able to do at the end of each year group. Each unit of work has suggested assessment focus ideas and these can be used to assess individual progress.

## Resources

Resources are available in the school library and classrooms, including videos, teacher books, poster packs, leaflets and pupil books. These resources are accessible to all staff.

## Monitoring and review

The Religious Education Subject leader is responsible for monitoring the standards of children's work and the quality of teaching. (Book sampling, learning walks and pupil interviews) The Subject Leader supports colleagues in the teaching of Religious Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Subject Leader is also responsible, when requested, for producing summary reports, evaluating strengths and weaknesses within the subject and indicating areas for further improvement.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures: