



MARISH

Academy Trust



RE Policy

January 2022

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1.0 Introduction

This policy outlines the purpose, nature and management of Religious Education (RE) taught within the Trust. It considers the following points:

- The pupils of Marish Academy Trust come from many different cultural, social, religious and racial backgrounds.
- Whilst recognising that RE, in the main, will be based on Christianity, we aim to address the needs of our school community in line with the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2018 - 2023)
- It is not the responsibility of the Trust to promote any particular religious standpoint.
- The implementation of the policy is the responsibility of all teaching staff.
- It fulfils the requirements of the Education Act (1996)

2.0 Aims

Religious Education should help pupils to 'learn about' and 'learn from' religion. Learning about religion will include enquiry into and the investigation of, the nature of religion, its beliefs, teachings and ways of life. Learning from religion is concerned with developing pupils' reflection on, and response to, their own and others' experiences, in the light of their learning about religion.

Pupils will learn about religion by:

- Acquiring and developing knowledge and understanding of Christianity and the other principal religions represented in Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism.
- Developing an understanding of the influence of belief, values and traditions on individuals, communities, societies and cultures.

Pupils will learn from religion by:

- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- Developing the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Britain.
- Enhancing their spiritual, moral, social and cultural (SMSC) development
- Developing an awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their study.

3.0 Delivering the Curriculum

The Curriculum is taught to all pupils, except for those withdrawn at the request of their parents (The Education Act (1996)). Teaching RE is the responsibility of all teachers however, teachers also have the right to withdraw from teaching the subject. It is likely that a teacher may have their own religious beliefs/faith however, the teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs, which may be different from their own.

4.0 Teaching and Learning Strategies

All activities are planned to enable children to develop the specific knowledge, understanding, skills and attitudes covered in the units of the programs of study in the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2018-2023).

The curriculum should build on, and enrich, the differing experiences pupils bring to Religious Education. This is achieved by:

- Discussions within the class
- Use of artefacts
- Visitors from leaders of different faiths
- Visits to different places of worship
- Use of ICT, including websites and videos
- Use of up-to-date books and posters
- Celebration of festivals
- Having times of quiet reflection

5.0 Delivery

The curriculum is based on the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2018 - 2023) and the Discovery RE scheme is used to plan lessons. The RE curriculum map for each year group, learning objectives and schemes of work come from Discovery RE, which provides an overview for the religions taught in each year group. Each half term, a separate unit is taught. In one academic year, children will look at one or two other religions, as well as Christianity. Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school. Skills such as: observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others' viewpoints are also strongly encouraged.

6.0 Visits & Health, Safety & Well-Being

Visits to places of worship are organised as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment. Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief; it will only be presenting a knowledge base about a faith. Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship; staff must ensure that they do all they can to assure parents and encourage pupil participation.

7.0 Timetabling for RE

Children in Early Years are taught RE through the areas of 'Personal, Social and Emotional Development' and 'Knowledge and Understanding of The World'. In KS1 and KS2, RE is taught as a discreet lesson.

8.0 Contribution of RE to other subject areas

8.1 Personal, social and health education (PSHE) and British Values

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. For example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

8.2 Spiritual, moral, social and cultural development (SMSC)

Through teaching religious education in our Trust, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, by doing so, they develop their knowledge and understanding of the cultural context of their own lives.

8.3 Resilience

In each RE lesson, we embed a resilience skill; this contributes towards achieving our curriculum drivers. For example, children learn to: challenge their mindset; talk things through within their group; stay connected to their peers and how to look on the bright side.

9.0 Equal opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must remain mindful of the PREVENT and British Values Policy throughout their planned approach to teaching RE.

10.0 Special Educational Needs

At our Trust, we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning religious education.

11.0 Assessment and Record Keeping

Within our Trust, children complete a RE proof of progress (POP) task at the end of each unit (each half term) which is taken from the Discovery RE scheme. This task is adapted, where necessary, to suit the needs of each year group and the different abilities.

12.0 Monitoring

The RE Co-ordinator will monitor teaching and learning in RE by:

- Collecting samples of work from a range of pupils across the year groups and the Trust
- Conducting pupil voice
- Supporting year groups with planning
- Dropping into lessons
- Monitoring use of resources and sourcing these, where needed
- Delivering regular RE staff meetings

The results of any monitoring will be discussed with the Executive Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Last Reviewed by: Falak Rehman, David Sinclair and Joanne Beyzade - January 2022

Next Review: January 2024