



Urbis Academy Trust
Esse Optimus Qui Possum

Mayville Primary School

Religious Education Policy

Approved by:

Date: February 2023

Last reviewed on: February 2023

Next review due by: February 2024

AIMS

At Mayville Primary School, we have designed our RE curriculum with the intent that our children will become resilient, attentive and inquisitive learners. We believe that it is vital for all our children to learn from and about religion, so that they can understand the world around them, making connections to other beliefs and between their own values. The principle aim of RE is to engage our children in an enquiry approach by asking questions about the world around them, allowing children to gain high quality experiences. We use Discovery RE scheme of work, which implements the agreed Waltham Forest Religious Education syllabus as the basis for our curriculum.

We will deliver a curriculum that:

- Celebrates the diverse and rich community at Mayville Primary School.
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points.
- Our curriculum embraces the community, in which it is situated, recognising local places of worship including church, mosque, cathedral and temple.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to be culturally aware of the world around them.
- Promotes equality and understanding of the British values and ensures they are prepared for life in modern Britain.

CURRICULUM AND SCHOOL ORGANISATION

The R.E curriculum will follow the scheme of work from Discovery R.E, which is in line with the Waltham Forest agreed syllabus. This syllabus is structured around fields of enquiry in all key stages. These fields of enquiry form three strands: Believing, Expressing, and Living. In order to achieve the aims, the content of the Religious Education curriculum, forming no less than 5% of the overall curriculum time, is delivered through this scheme that allows progression. This equates to approximately one hour every fortnight, but it is acknowledged that this may be exceeded at times during the year, e.g. Easter and Christmas.

Religious Education is taught through the use of curriculum units. A framework of half-termly units ensures an appropriate coverage and balance of the content in terms of religions to be covered. At Mayville Primary, all year groups will cover Christianity and build on prior learning. Additionally, Years 1, 2 and 4 will cover Judaism; Years 2 and 6 will cover Islam; Years 3 and 5 will cover Hinduism.

Teachers will follow the R.E long-term overview to ensure the correct sequence of units is being taught.

PLANNING

The school recognises that planning is necessary to achieve clear, achievable goals. Effective planning ensures that work is matched to pupils' abilities, experiences and interests. Opportunity will be given for the development of cross-curricular skills such as oracy and art. Effective planning ensures progression, continuity and subject coverage throughout the school. Planning provides criteria for evaluation of teaching and learning. As indicated above, planning is undertaken on a half-termly basis. With the Discovery R.E scheme, the planning for Religious Education will ensure an appropriate balance between consideration of shared human experience, learning about religious traditions, and about beliefs and values and an exploration of personal meaning. The class teachers whose year groups are working together undertake planning for these half-termly units. The school makes use of the Discovery R.E scheme to support the planning, ensuring the correct sequence of lessons is being taught. The Discovery R.E. scheme adopts an enquiry based approach to the teaching and learning of R.E. Each enquiry has a learning objective, which shows the learning over the enquiry, and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda. The aim of this approach is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development. Each enquiry is explored with a 4-step process:

- Engagement (How can I relate to the underpinning concept in my own world?)
- Investigation (What do I need to learn about the religion in order to answer the big question?)
- Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)
- Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

The teachers' knowledge of the religions studied is enhanced through Inset sessions, which are delivered (if required) by the R.E. Coordinator, Miss Iqbal.

INCLUSION

At our school, we teach Religious Education to all children, whatever their ability and individual

needs. Religious Education complements the school curriculum policy of providing a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

COLLECTIVE WORSHIP

In line with the 1988 Education Reform Act and the 1996 education Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character' our collective worship reflects the basic traditions of Christian beliefs without being distinctive of any denomination. Specific content to illustrate specific aspects of Christian belief are drawn from both the Christian and secular world, and where the beliefs are common with other faiths, from those traditions also.

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Collective Worship contributes significantly to the ethos of Mayville Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live develop a community spirit

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship God
- reflect on that which is considered worthy consider spiritual and moral issues
- explore their own beliefs

- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human consider the wonders and worries of the world

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance have access to the curriculum and make the greatest progress possible.

RECORD KEEPING AND REPORTING

Records of pupils' achievements are kept to:

- plan pupils' future learning
- report progress to parents
- maintain a written record of pupils' learning in pink RE books.

Information on a child's progress in Religious Education will be communicated to parents in a written report at the end of each academic year.

SUBJECT LEADER ROLE

The teacher responsible for coordinating Religious Education is Sophie Iqbal and her role may include the following:

- plan RE trips and create links with the local religious community.
- arrange for representatives of different faiths to visit Mayville and to talk to the children about the different celebration and aspects of their faith.
- arrange RE workshops.
- plan work with teachers.
- review and contribute to teacher planning.
- prepare policy and scheme of work.
- develop policy and scheme of work with staff.

- leading staff meetings.
- plan and lead inset activities.
- in-class teaching support.
- specifying and ordering resources in consultation with staff.
- monitoring and maintaining condition and availability of resources.
- monitoring teaching and learning in Religious Education.

EVALUATION

The Religious Education subject leader gives the Head Teacher and Board of Trustees termly report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

Such evidence should take into account:

- pupils' achievements.
- coverage of programmes of study.
- analysis of teacher planning.
- staff development.
- classroom observation.

Ensuring RE display boards are displayed across the school.

WITHDRAWAL

The School accepts the right of parents to withdraw their child from Religious Education if they so wish. This includes both RE Trips and RE lessons.