



Manor Hall  
Academy Trust

# Manor Hall Academy



RELIGIOUS EDUCATION POLICY and REVIEW

**CICELY HAUGHTON SCHOOL**

*Building Relationships*

*Celebrating Success*

*Promoting Change*



## Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of the Religious Education Curriculum at Cicely Haughton School.
- IT WAS DEVELOPED through process of consultation with teaching staff and has been annually reviewed.
- THIS POLICY WILL BE REVIEWED ANNUALLY.
- THIS POLICY WILL BE REVIEWED in the Spring of 2023.

## RELIGIOUS EDUCATION Statement:

As the Religious Education Curriculum is agreed on by the Local Authority, there are no statutorily required topics to be covered. The Religious Education Curriculum Framework document does state the ways a well-designed syllabus will benefit children, help them to grow and understand their world:

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

## What is Religious Education?

- Religious Education is a subject taught at primary and secondary levels that aims to develop children's understanding of the world's religions. Through religious education, children will learn about different religions and their traditions, practices and beliefs. Religious Education also promotes children's tolerance and mutual respect in a diverse society.

OUR AIMS IN RE LESSONS are to:



An education shouldn't just aim to teach children the skills they need to thrive in the workplace, it should also aim to make thoughtful, well-rounded citizens. To this end, it's important that children are aware of different cultures and belief systems, which means that teaching religion education in schools shouldn't be neglected. Having religious education lessons is important for giving children insights into different cultures and belief systems. Given that we live in an increasingly multicultural society, this is also important for social cohesion, not just children's emotional and spiritual development.

Although the content of each lesson varies, a typical lesson pack contains the following resources:

- Lesson Presentation
- Activity Sheet and Resources
- Success Criteria Grids
- Unit Overview
- Lesson Plan

As well as the above, you'll also find a selection of display and assessment materials, should you wish to reinforce or evaluate the effectiveness of your teaching

These Religious Education lessons should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

How RELIGIOUS EDUCATION links to the whole School Intentions.

## Our Intentions

### Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence



- as responsible and respectful citizens

## Intent

How is our school's **intent** represented throughout the curriculum for this subject?

Our Religious Education lessons are intended to offer a broad and rich Religious Education curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. Spiritual, Moral, Social and Cultural Development; personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in Religious Education to their own experiences. The intent is to make sure that children understand the relevance of Religious Education in today's modern world and how it affects our lives.

### Strategies for the Teaching of the RE Curriculum

- THE RELIGIOUS EDUCATION CURRICULUM IS ORGANISED as part of our curriculum offer, with three topics being taught each academic year.
- RELIGIOUS EDUCATION IS TAUGHT throughout the school during designated times in the timetable, all teachers plan for the Religious Education lessons following Twinkl planning, as directed by the Religious Education Coordinator.
- EXCELLENCE IN RELIGIOUS EDUCATION IS CELEBRATED in display, performance and rewards including:
  - Suitably mounted displays in the classrooms and throughout the school.
  - Class assemblies and celebrations.
  - Photographs displayed.
  - Praise and rewards including mentions, stickers, badges, certificates, prizes, trips, outings, treats, etc.

### How is the Religious Education Curriculum Implemented?



## Implementation

How is the subject timetabled? How do we know this happens?	Religious Education is part of our curriculum offer. Three topics are taught per year group - one per term, as directed by the Religious Education Coordinator from Twinkl planning. Monitoring by the Religious Education Coordinator, during Summer 1, will ensure that this happens.
How is the subject mapped out? How are we ensuring coverage?	Religious Education has been mapped out to cover the six main religions of Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism and Humanism (an approach to life).
Can we see progression across the school within pupils' books?	N/A
How is assessment used to impact learning? How do we know it is accurate?	Assessment is used after every topic taught. The Excel Assessment 1 document lists the 'all/most/some' statements related to what children will learn during a unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.
How confident are staff with the subject? How do we know?	Teachers were not confident teaching Religious Education, using the previous Staffordshire Agreed Syllabus and asked for a more structured approach. As Twinkl was being used successfully in other curriculum areas, it was decided to use it for the delivery of Religious Education.

### Strategies for Ensuring Progress and Continuity

- PLANNING IN RELIGIOUS EDUCATION should:
  - Provide a high-quality, joined-up, and progressive experience of Religious Education.
  - Incorporate RE into the wider dimensions of the curriculum.
  - Allow flexibility to best suit the needs of learners.
  - Encourage a more creative approach to delivering RE, such as teaching key concepts through storytelling and exploring their meanings.
- THE ROLE OF RELIGIOUS EDUCATION TEACHER is to fulfill their job description.
- THE ROLE OF THE CLASSROOM ASSISTANT IN RE is to fulfill their job description.



## How do we measure the Impact of the RE Curriculum?

Impact	
Do all groups have equal access to the curriculum? How do we know?	Yes, all year groups will cover three topics per year – one per time, as directed by the Religious Education Coordinator. The Religious Education Coordinator will know when they do their monitoring Summer 1 2023.
How does varying staff confidence impact on the curriculum?	When teachers followed the Staffordshire Agreed Syllabus, confidence was low, as the scheme did not give them the structure they needed. As a result, Religious Education wasn't taught, as the Religious Education Coordinator directed. Hopefully, the Twinkl Religious Education Schemes of Work will help this, as teachers have previously delivered Twinkl planning successfully, in curriculum areas their knowledge and understanding needed improvement.
Things to celebrate	
<ul style="list-style-type: none"> <li>- The Religious Education Coordinator has good links with places of worship for the main six religions in the UK.</li> <li>- The Religious Education Coordinator has a very good relationship with Reverend Michael Follin at St. John the Baptist Church, Wetley Rocks; Iman Mohammed Amir at City Central Mosque, Hanley and Martin Morris (President, Stoke-on-Trent and North Staffordshire Hebrew Congregation) at Stoke-on-Trent Synagogue, Newcastle-under-Lyme.</li> <li>- Religious Education is well-resourced.</li> <li>- Religious Education has a clear and transparent curriculum plan and Twinkl Schemes of Work for each year group.</li> <li>- Religious E</li> </ul>	

- THE ROLE OF THE HEAD TEACHER is to:
  - Create and encourage Quality First Teaching of Religious Education throughout the whole school.
  - Support the Religious Education Coordinator in planning, monitoring and evaluation of Religious Education, across the whole school.
- THE ROLE OF THE GOVERNING BODY is to:
  - Ensure that the Teaching & Learning of Religious Education is Quality First Teaching.
  - Review annually the allocation of resources to the Religious Education from the school's budget.



- FEEDBACK TO CHILDREN about their own progress in RELIGIOUS EDUCATION:
  - Is achieved through oral and written feedback, linked to the lesson aims and success criteria.
  
- FEEDBACK TO PARENTS/CARERS about the progress of the children in RELIGIOUS EDUCATION is achieved through:
  - Annual School Report.

#### **Strategies for the Use of Resources**

- CLASSROOM RESOURCES IN NURTURE are kept in 'The Gods' (Resource Room).
- VISITS AND TRIPS are an integral part of the RELIGIOUS EDUCATION curriculum and are carefully planned to support classroom activities
- COMPUTING is a major resource which is used in RELIGIOUS EDUCATION for Teaching and learning.

*The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.*



### Progression of Skills

	Year 1/2	Year 3/4	Year 5/6
Beliefs and Teachings (from various religions)	<ul style="list-style-type: none"> <li>- describe the main beliefs of a religion;</li> <li>- describe the main festivals of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>- describe the key teachings and beliefs of a religion;</li> <li>- begin to compare the main festivals of world religions;</li> <li>- refer to religious figures and holy books.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and explain how some teachings and beliefs are shared between religions;</li> <li>- explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
Rituals, ceremonies and lifestyles (from various religions)	<ul style="list-style-type: none"> <li>- recognise, name and describe religious artefacts, places and practices;</li> <li>- explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>- observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>- identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>- describe religious buildings and how they are used;</li> <li>- explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>- explain practices and lifestyles associated with belonging to a faith;</li> <li>- explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>- compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>- show an understanding of the role of a spiritual leader.</li> </ul>
How beliefs are expressed	<ul style="list-style-type: none"> <li>- name religious symbols and the meaning of them;</li> <li>- learn the name of important religious stories;</li> <li>- retell religious stories and suggest meanings in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to identify religious symbolism in different forms of art and communication;</li> <li>- looking at holy texts and stories, explaining meaning in a story;</li> <li>- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- explore religious symbolism in literature and the arts;</li> <li>- explain some of the different ways individuals show their beliefs;</li> <li>- share their opinion or express their own belief with respect and tolerance for others.</li> </ul>