

Subject Policy: Religious Education

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Religion curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy.

Intent

- Recognises religion is a fundamental part of our school life. As a church school, we celebrate our faith and embrace the culturally diverse community that we belong to
- Encourages links between home, school, the parish and the wider community. We promote the idea of a 'whole school family.'
- Inspires the children to live up to our school motto and really 'Let our light shine.'
- Gives confidence to the children to live their lives through our school values, showing *kindness, respect, perseverance* and *aspiration*.
- Develops the whole child, and their ability to help others as well as themselves.
- Celebrates diversity and difference through the teaching and learning of different cultures and faiths.
- Provides a sense of family and belonging that culminates from the teaching and learning of religion.
- Encourages the individual pupil to reflect throughout the week on the assemblies given by the head teacher and local vicar.
- Engages, inspires, challenges and encourages pupils, through the teaching of Religious Education.
- Equips the children with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multicultural society.
- Promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.
- Delivers an R.E. curriculum which is accessible to all and that will maximise the outcomes for every child.
- Encouraging the children to become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live; allowing them to make sense of religion.
- Provides the children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. In turn this will help them to develop their own ideas, values and identities.
- Children will develop their understanding of a variety of faiths linked in with the vision of celebrating diversity and difference. Alongside our values of respect, kindness, aspiration and perseverance.
- This gives the children the opportunity to work towards one of our drivers, broaden children's horizons. This allows children to understand the importance of faiths to others.
- Different faiths are taught across the school following the agreed syllabus:

Early Years	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	Christians and Muslims or Jewish people
Key Stage 2	Christians, Muslims, Hindus and Jewish people

- Elements of other religious groups and world views, such as Sikhs and Buddhists, can be woven into existing units about faith beliefs or traditions.

- Notice the language: Christians rather than Christianity; Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.
- In addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.

Implementation

Planning, Teaching and Learning

- School follows the Programme of Study for R.E. as in the Trafford Agreed Syllabus. The curriculum is split 70:30 between Christian based units and units focussing on other religions.
- In addition to discrete teaching of other religions, most of the Christianity units encourage the children to compare and reflect upon the similarities and differences between particular elements of Christianity and other religions.
- During each Key Stage pupils are taught knowledge, skills and understanding through learning about Christianity, Islam, Judaism, Hinduism and Buddhism.
- The Trafford syllabus works on the premise that children are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. This 'questful' approach for each unit is supported by a text rich journey, where children are given regular opportunities to read, explore and analyse passages from the Bible.
- The units are developmental from Foundation Stage through to KS2, with some key units being cyclical, such as Holy Week, or Advent. Coverage is monitored by the subject leader. Religious Education has a major curriculum focus within the general curriculum event cycle where displays and additional events are planned for.
- Children are encouraged to use correct vocabulary, and this is used throughout school in collective worship and services.
- In every class there is an area for reflection and prayer, with a copy of the Lord's Prayer, Class Prayer and our School Prayer. Questions, pictures and other prompts are displayed to encourage thought and reflection of the relevant topics being studied.
- Trips and visitors into school enhance learning and enrichment. The children have enjoyed visits to the local mosques, temples and Hindu education centre, as well as visiting the cathedral and other churches. Quality resources allow the children hands-on experiences. We have class sets of Bibles, with the expectation that the children become familiar with this special book.
- Worship Leaders from Y5 to lead an affirmation assembly on a weekly basis. The children select a theme and deliver this to the rest of the school.
- Each class takes leadership of a particular Christian celebration throughout the year, encouraging the children to learn more about a certain event in the Christian calendar.
 - EYFS - produce the Nativity play, which is held in the school hall.
 - KS1 - leads the school in the celebration of Christmas. This event is held in St Matthew's Church and is open to all members of the community.
 - Y3 and Y4 - tells the Easter Story, again this is held in St Matthew's Church and is open to all members of the community.
 - Y5 - Harvest Festival. Children across the school collect donations and it culminates in a celebration in St Matthew's Church, led by the children from Y5.

Y6 - as the children say to St Matthew's, they have their graduation ceremony in St Matthew's Church, where they reflect on their time at their school. They each receive a blessing from the vicar of St Matthew's and are presented with a bible.

- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to target their individual needs and ensure progress.
- RE allows children to develop the driver of becoming effective communicators. This is due to the discussions that naturally take place around faiths.

Leadership, Assessment and Feedback

- Work is marked and feedback given in line with the St Matthew's Learning Policy.
- Children's work will be assessed during the lesson, with teachers giving live feedback. This allows the child to show a deeper understanding of the lesson covered.
- Assessment is used to inform future planning by the teacher.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through planned questioning or additional activities.
- Ongoing assessments are made by the teachers against the year group objective in the Trafford Agreed Syllabus. This helps them to identify gaps and support children to develop their learning.
- The learning outcomes on each key question outline helps teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils. The 'emerging, expected and exceeding' outcomes on each key question allows teachers to track progress across a year group.
- R.E. is reported to parents in the end of year report.
- Subject leader monitors teaching and learning through learning walks, pupil voice, staff voice book looks and visits to lessons.

Withdrawal

- Parents have the right to withdraw their children from R.E. on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)).
- We encourage parents to contact the Headteacher if they have any concerns or anxieties about the policy and provision of RE at St Matthew's School. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own beliefs.

Impact

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs .
- Children show respect, which is one of St Matthew's school values, to all and this is transferable outside school in the wider community and beyond.
- Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.

- All children learn about other religions and why some people choose, or choose not to, follow a faith.
- Through R.E., children are able to make links between their own lives and those of others in the wider community and beyond. This is linked to St Matthew's school driver, 'fostering a sense of community.'
- Children show a high level of pride in the presentation and understanding of their work.
- Children feel they are valued as individuals and that their beliefs are valued and celebrated.
- Children leave St Matthew's with a sense of belonging to a tightly knit family where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

This policy will be reviewed biennially or more frequently if required.