



Inspiring All to Excellence



Anker Moor Primary Academy

Religious Education Policy

Document Control

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Rationale/ Principles

It is the aim of Ankermoor Primary Academy to equip pupils with the 'cultural capital' they need to succeed both today and in their future.

We believe that, as the 1988 Education Act states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

At Ankermoor, we teach pupils to develop respect for others, including people with different faiths and beliefs, and we believe this helps to challenge prejudice.

Religious Education is taught in our school because it makes: **"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world"**. (RE: Realising the Potential, Ofsted 2013).

Intent

Curriculum Intent

- We teach a broad and balanced curriculum, whereby pupils study a range of religions including Christianity, Judaism, Islam, and Hinduism.
- The RE curriculum is coherently sequenced, building knowledge and understanding cumulatively.
- Teachers have a good knowledge of the Subject of RE and Leaders provide effective support.
- Due to clear and consistent lessons, children can retain knowledge of different religions.

Implementation

Curriculum Implementation

- A clear LTP is in place, adapted to 21/22 class structure.
- MTPs have been developed and are sequenced.
- Flashbacks used effectively – give teacher a snapshot of assessment of knowledge.
- Teaching will consist of guided practice – providing children with smaller bursts of learning which will enable knowledge to be retained.

Impact

Curriculum Impact

- Pupils develop detailed knowledge and understanding across the RE curriculum, confidently demonstrating this and relating it to the school values, as well as making links to their own lives and prior RE learning.

Planning

Discovery RE covers all areas of RE for the primary phase. All year groups study Christianity plus one other religion, each year. Progression of knowledge is built upon across the key stages. Foundation Stage cover all 4 religions by introducing each religion, with a focus on Christianity. Please find further information regarding the curriculum and each year group's units of study via our website: <https://www.ankermoor.org/>

Assessment, Recording and Reporting

Teachers are eager to ensure children are making progress with their learning throughout their RE education. Therefore, each enquiry has built-in assessment. This is a formal opportunity for teachers to assess children's knowledge of that religion, the depth of critical thinking, and their ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of work in books to help teacher assessment. Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.

Roles and responsibilities

Subject Leader: Humanities Faculty: To lead staff, focusing on R.E., to ensure high standards of teaching and learning, enabling all children to develop as independent, confident, effective and responsible learners.

Head Teacher: To ensure staff are fully able to deliver R.E. appropriately and that pupils are receiving their entitlement.

Humanities Faculty: To formulate the long-term curriculum plan and medium-term planning, ensuring that R.E. is embedded across school.

Teachers and Teaching Support Staff: To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

Governors – To agree and review the R.E. Policy on a regular basis. Question the Headteacher and the Humanities faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners: Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

Other adults including parents: To realise that learning takes place, not only within the classroom but in all environments. To value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

Learning Environment and Resources

RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and builds understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

At Ankermoor, we facilitate external contributors from the community, e.g., local clergy, local members/speakers from other religions, that make a valuable contribution to our RE programme as do visits to places of worship. Their input is carefully planned, and monitored, to fit into and complement the programme.

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults, and children alike, is vital. To enable this, we promote the importance that all pupils respect for each other's views and beliefs and those of the believers of that religion are encouraged at all times and that any artefacts are handled with respect and care.

Monitoring and evaluation of the Policy

The role of the Humanities Faculty in the context of this policy is to:

- Ensure the Intent, implementation, and Impact is clear and is measured.
- Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.

Withdrawal from RE lessons

Those parents/carers wishing to exercise the right to withdraw their child from RE, are invited in to see the head teacher and/or a member of the faculty, who will explore any concerns and discuss any impact that withdrawal may have on the child.

We 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 personal beliefs.

Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish. We will review such a request, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed. **As a school it is our duty to inform our local Standing Advisory Council on RE, regarding the numbers of children being withdrawn.**