

Marston Moreteyne VC School

Religious Education Policy



Reviewed January 2025





'Understanding, respect and tolerance.'

Context of Religious Education at Marston Moreteyne VC School

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this **Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2024-2029: Identities, Meanings and Values**, which we have used as the basis of our planning and delivery of RE.

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from Religious Education. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this may consult the Headteacher. Teachers may also withdraw from the teaching of RE.

Values and Aims

At Marston Moreteyne VC School it is our belief that pupils should be encouraged to develop a positive attitude to life, as they become increasingly aware of themselves as individuals and of their responsibilities to others.

We accept the aims of RE as laid out in the Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2024-2029: Identities, Meanings and Values, but also aim to do the following by promoting and endorsing a 'Values' based education:

- To help our children to understand the basis of Christian beliefs as well as the beliefs, values and traditions of other religions represented in Great Britain.
- To encourage our children to develop positive attitudes to other people, respecting their right to hold different beliefs whatever their ethnic origin or religion.
- To give our children the opportunity to consider and discuss moral and ethical issues where appropriate.

Learning Objectives

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

Learning about Religions pupils should be able to...

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

Learning from Religion pupils should be able to...

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the questions of meaning within religion.

Children will be "Learning about Religions" and "Learning from Religion" through:

- investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
- questioning; developing curiosity about life, relationships and the natural world
- empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
- reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
- relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
- expression; the ability to identify and explain feelings and aspects of religions

Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection; including...

- Belief and Teachings - e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- Religious Practices and Lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- Ways of Expressing Meaning - e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- Human Identity, Personality and Experience - e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- Questions of Meaning and Purpose - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences
- Values and Commitments - e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching specifically draws on the following:

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
- parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

Specific Organisation of the Subject

RE is planned and taught as a discrete subject. In addition teachers can make a decision, (based on the topic being studied), how well a RE unit would or would not fit in with the theme and any links that could be made.

Objectives are taken from the **Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2024-2029: Identities, Meanings and Values**, but there is also room for specific areas that link to topics or to religious festivals to be studied as long as coverage of the curriculum is maintained.

Agreed Time Allocations

The Agreed Syllabus is a legal basis for RE in Bedford Borough, Central Bedfordshire and Luton; schools are expected to plan for, and deliver, the following amount of curriculum time for RE:

- EYFS - 36 hours of RE provision in the Reception year (e.g. short sessions of 30 minutes twice a week, implemented through continuous provision)
- Key Stage 1 - 36 hours of tuition per year (e.g. 50 minutes or an hour a week, or less weekly time plus a series of RE days)
- Key Stage 2 - 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

This does not allow for 15 minutes collective daily worship.

Collective Daily Worship

Collective worship at Marston Moreteyne VC School is Christian in context, but festivals and celebrations from other religions are celebrated where appropriate. We recognise the importance of worship as a main focus for the school community and use these to promote ...

- Sense of school community and belonging
- Our school values
- Personal, Social and Moral education

- The celebration of achievements and birthdays

Monitoring and Evaluation

- The RE Co-ordinator/s will ensure that a Curriculum Review is completed each year to gain an overview of what is being taught and when.
- When appropriate, an audit of planning, work scrutiny and pupil interviews will be carried out to ensure curriculum coverage and quality of teaching and learning.
- The Co-ordinator is supported by our Governor with responsibility for RE who is available to discuss issues arising within RE and who can carry out classroom observations to inform their role as a Governor.
- The RE Co-ordinator/s will set up and maintain a portfolio containing evidence of children's work and RE based activities.

Inclusion

Planning and teaching in RE is designed to support and challenge children of all abilities and needs. *(Please see our Inclusion Policy for more information.)*

Please note: Parents who wish to exercise their right to withdraw their children from RE and Collective Worship will be encouraged to supervise their children in suitable activities prepared by themselves with accommodation in school being provided.

Resources

- A catalogue of resources available to all staff will be maintained by the RE Co-ordinator/s. These resources can support both planning and teaching.
- We encourage involvement from people both within school and within the local community who can share their knowledge and experience of different faiths and traditions.
- Visits to places of worship are encouraged where these will support the children's learning. *(Please refer to our Educational Visits policy.)*

**Policy Reviewed by Carys Porter
January 2025**