

## **Vernon Park Primary School: Religious Education (RE) Policy**

At Vernon Park Primary School, we aim to provide all children, parents/carers and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

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### **Learning Intention**

Religious Education at Vernon Park Primary School aims to help every child grow and develop in a loving and inclusive community where we 'learn about different religions, friendships, kindness and school values. It doesn't matter what religion you are.' (Pupil Voice 2022)

Religious Education complements the aims of our school and contributes dynamically to children's experiences and unifies every aspect of school life, giving children an understanding of a range of religions and different beliefs; enabling them to better understand the world around them. Through Religious Education, children develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Children experience rational and reasonable dialogue about things that matter to them and their teachers. All participants work together in a 'community of enquiry'. As a values-led school we believe the teaching of Religious Education enables us to provide a safe space to explore the true meaning of our values, question the meaning and purpose of life, explore our beliefs about God, examine the issue of right and wrong and reflect on our own beliefs, values and experiences.

### **Aims**

- To enable pupils to develop and extend their knowledge, understanding and awareness of major world faiths: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism as well as other traditions, such as secular world view
- To be members of diverse local, national and international communities and respect the right of other people to hold beliefs different from their own.
- To explore faith spirituality and an awareness of themselves and others.
- To ask challenging questions within a context of mutual trust and respect.
- To offer pupils lively, stimulating RE lessons, which take a variety of formats and provide opportunities for whole-class, group and individual work.

### **RE Curriculum**

RE is taught in each year group throughout the school following the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education (2022–2027). We ensure lessons are age appropriate and progressive, building the children's knowledge, understanding and skills year on year. We have a bi-annual long-term plan following a question-based model.

In the Early Years Foundation Stage, children will begin to explore the world of religion and belief in terms of significant books, objects and times. They listen to and talk about stories and learn about religious celebrations and festivals. They are given the opportunity to talk about and share the festivals they themselves celebrate both at school and at home.

As children move into Key Stage 1 (KS1) and Key Stage 2 (KS2), Religious Education is planned using the RE progressive skills, knowledge and vocabulary maps which enable teachers to ensure they are always planning for the next steps in learning around any of the key questions posed. RE at Vernon Park enables children to explore questions through discovery, exploration and connectivity. They learn how individuals, communities and religious groups believe, live and express their ideas, morals and values and respond articulately and respectfully to these. Knowledge and skills are then further enhanced through discussion and explorations, rich in practical and experiential opportunities.

### **RE and Inclusion**

All children are taught Religious Education. Learning opportunities are provided that enable all children to make good progress. Staff work hard to support the needs of children with Special Educational Needs and/or Disabilities (SEND) and those learning English as an additional language. Where necessary, work is adapted to suit the children's needs by additional support or challenge.

### **Assessment for Learning**

In KS1 and KS2, assessment of RE is evidenced through the end of unit evaluations.

We use a range of immersive learning experiences to assess children's knowledge and understanding of RE including DEAL Drama, Kagan Structures, cross curricular work and discussion/debate supported through philosophy for children. Feedback is given so that each child can make progress towards meeting and exceeding the outcomes for the key question. Data is collected termly, year-on-year, to track the attainment of children from Year One to Year Six.

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### **Monitoring and review**

The RE Subject Leads are responsible for monitoring the standards of children's work and the quality of teaching and learning in Religious Education. They are also responsible for supporting colleagues in their teaching and for being a strategic lead and direction for RE in the school. This is done through book and planning looks, pupil voice, staff voice, lesson pop ins and training. Annual Super Learning Days provide opportunities to monitor and review RE.

### **Statutory Requirements**

In accordance with the law, we provide Religious Education for all pupils registered at the school. It is a necessary part of a 'broad and balanced curriculum'.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents/carers from some or all of the RE curriculum.

### **Right of withdrawal**

Parents/carers have the right to withdraw their child from the teaching of Religious Education. However, at Vernon Park, because we believe that RE offers such a broad and balanced curriculum to its pupils, we would engage in many discussions with parents to ensure that they understand the aims and value of RE before honouring this right.

Policy date: March 2024

Review date: March 2025