



Statement of Practice for Religious Education

INTENT

Place of RE in the Curriculum.

RE plays a key part in embedding all of our school values of love, faith, hope, justice and honesty, and also helps embed the fundamental British values; particularly mutual respect and tolerance of those with different faiths or no faith.

St. Matthew's is a Voluntary Aided School and RE is taught according to the guidelines of Manchester Diocese. Although RE is not a National Curriculum Subject, it is a compulsory subject to teach. We follow the syllabus recommended by the Diocese of Manchester: *The 2023-2028 Manchester Diocese Board of Education Syllabus for RE*. We meet all the legal requirements for teaching RE including ensuring sufficient time for the teaching of RE (detailed below) and ensuring parents and carers are informed of their right to withdraw their child from RE.

The syllabus followed at St. Matthew's has a principal aim which we fully support:

The principal of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ways of living.

The syllabus also sets out clearly the purpose of Religious Education

Planning

As a school we have decided to implement the new syllabus starting in September 2023. In this implementation phase, there will be some adaptations to the curriculum, for one year only. Foundation Stage will follow the syllabus as planned.

Year 1 and Year 2 will follow the Year 1 medium term plan and teach the Year 2 Unit 1.6 'Who is a Muslim and how do they live?' as an additional unit.

Year 3 and Year 4 will follow the Year 3 medium term plan and teach the Year 4 units L2.7 'What do Hindu's believe God is like?' and L2.8 'What does it mean to be a Hindu in Britain today?' as an additional unit.

Year 5 and Year 6 will follow the Year 5 medium term plan and teach the Year 6 unit U2.11 'Why do some people believe in God and some people do not?' as an additional unit.

IMPLEMENTATION

Timetabling/unit planning

In Key Stage 1 and Key Stage 2, RE is often taught as a discrete lesson, usually once per week.

However, some units such as Christmas or Easter are usually taught more intensively over a shorter period of time.

In a standard week, KS1 RE is taught for at least 45 minutes each week plus two additional RE days throughout the year to meet the requirement of 36 hours of tuition per year.

In KS2, this rises to 60 minutes each week plus two additional RE days throughout the year to meet the requirement of 45 hours of tuition per year.

In the Foundation Stage, whilst there is some specific teaching time, RE is firmly embedded into the 'whole' curriculum. This will equate to approximately 36 hours of RE per year.

The Long Term subject overview for RE can be found at W:\CURRICULUM\CURRICULUM INFO and OVERVIEWS\2. Subject Overviews by subject on the school server. This sets out when each unit should be taught.

The Medium Term Planning is in development for this new syllabus and as it is developed it can be found in W:\CURRICULUM\CURRICULUM INFO and OVERVIEWS\3. Medium term planning objectives\RE. Currently, each unit is being planned before it is taught and a bank of medium term plans will be built up over the year, supplemented by additional resources purchased from RE Today. More detail will be provided on this as soon as it is available.

Teaching and learning

The syllabus details an approach to teaching and learning of RE that has three core elements. Making sense of beliefs, Making connections and Understanding the impact. These are woven together to provide breadth and balance within teaching about religions and beliefs, underpinning the aims of RE. The syllabus incorporates the Understanding Christianity Approach to teaching the Christianity elements of the syllabus.

In the Foundation Stage, RE sits firmly within the areas of Personal, Social and Emotional Development (PSED) and Understanding the World. Good Early Years teaching will enable pupils to flourish in RE. Playing and exploring, active learning and creating and thinking critically are the characteristics of effective learning that are key components of RE.

As children move into KS1 and KS2, teaching is in more discrete units. Teachers are encouraged to develop active learning opportunities, using engaging and creative approaches, including art, drama and music.

Teachers need to be clear about the knowledge and skills they want children to learn in each unit. The syllabus sets this out clearly to support planning. Knowledge Organisers are being developed for the learning within the new syllabus and when in place the teachers use these as reference points throughout each unit. Knowledge organisers contains the most important 'sticky' knowledge for that topic, but do not include everything to be taught. Learning opportunities in RE should give children the opportunity to think hard and practise skills as well as showing understanding.

Recording of children's work

Children's work in EYFS is captured in a large RE floor book. Teachers choose different ways to record children's thoughts and ideas. Children can draw or write straight into the book, or create work separately to be stuck in. Photographs and images are also encouraged. Each unit of work has an attached knowledge organiser that marks the start of each unit. There is an expectation that the majority of lessons will have something recorded in the floor book, but not every lesson, for example, where work is being done for display purposes.

From Y1 onwards, children will have their own individual RE book. Alongside this, each class will have a floor book. Teachers will decide whether work is best suited to be recorded in individual books or in the floor book. The expectation being there is a mixture of the two across a unit of work. Again, there is an expectation that the majority of lessons will have something recorded in either the pupil's RE book or the class floor book.

Checking for understanding to support teaching and learning

Opportunities to check for understanding are built into each unit in line with most subjects taught at St. Matthew's. This may include ways to recall the information set out on a knowledge organiser, including key vocabulary. Learning outcomes for each unit are shown in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections).

Inclusion

RE is accessible for all children, regardless of SEN or disability. There are a variety of ways to record learning and ideas, so ability in reading and writing is not a barrier. Children's questions are treated with respect and answered carefully. Children with a particular interest or talent in RE are catered for with more challenging activities or further opportunities to explore answers and questions.

Parents have a right to withdraw their children from RE lessons and although this has not happened at St. Matthew's for many years the headteacher would work with any family who wished to exercise this right. We are inclusive to children of all faiths or none. RE is about giving children knowledge and understanding of the major world religions, and giving them opportunities to ask 'Big' questions of life within a safe space to explore answers. RE does not look to convert children or tell them one religion is 'right' or better than any other. It provides children with the knowledge, understanding and tools for them to make their own informed choices as they mature and get older.

Supporting Teaching Knowledge

The school has signed up to the NATRE enhanced package which provides access to high quality resources and advice. Significant time will be given to develop staff knowledge and understanding of the syllabus throughout the year with specific training in using Understanding Christianity effectively. An element of the school budget has been identified for staff CPD.

Resources and Budgets

Resources are reviewed annually and replaced and purchased as are needed so that children have appropriate and good quality equipment and other resources to support their learning.

IMPACT

Teacher assessment and recording outcomes.

Assessment in this syllabus is related to end of phase expectations that are based on the units taught. The nature of the curriculum means that children will encounter some of the same concepts in different units and in different year groups, consolidating and embedding learning.

Learning Outcomes in the syllabus supports teachers in assessing whether pupils are on track to meet end of phase and end of key stage expectations. This is recorded using INSIGHT which tracks outcomes in all subjects. This information supports the end of year reporting to parents.

Right of Withdrawal

St. Matthew's is a Church of England Voluntary Aided School and the Religious Education curriculum plays a key part in enabling children to explore what people believe and the difference this makes to how they live their lives. Religious Education provides an opportunity for children to reflect on their own ideas, beliefs and the way they live their lives. It is a statutory responsibility of the school to teach RE and to identify the syllabus used.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Any parent or carer who is considering withdrawing their child from RE is encouraged to meet with the headteacher to discuss this.