



# Mareham Le Fen CE Primary School

## Religious Education Policy

Date policy last reviewed: January 2025

## **Our Vision**

We aspire to **'Live life to the full and create a better future for all'**. We believe that God is the thread that pulls us together as one community moving forward into the wider world.

We aim to give everyone rich and varied opportunities to develop confidence, self-respect, and a sense of wonder for the world. We provide a safe, secure, stimulating and inclusive environment, where everyone is valued and supported by each other. We believe this will enable all to reach their full potential and develop resilience to meet life's challenges so that we can live happy and fulfilling lives.

Our vision is theologically-rooted in our values which are linked to Bible verses or stories and complimented by (John 10:10) 'Jesus came so that we may have life, life in all it's fullness.' Our vision and values underpin all we do, ensuring we give all, to all and live our lives to the fullest.

## **Religious Education Curriculum Intent Statement**

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We teach RE as a core part of our school curriculum to help further develop our pupils' religious literacy.

### **Intent**

At Mareham, our Religious Education (RE) curriculum ensures that knowledge and key skills are taught in a systematic, well-planned and progressive manner.

**At Mareham, our whole curriculum is driven by:**

- **creating a sense of awe and wonder – curiosity, excitement, getting children to think and enquire more**
- **our place in our world - respect for living things, local, national and global knowledge and beyond, cultures, traditions, diversity**
- **vocabulary – refines and enriches communication, better understanding and language**

**In RE we aim to:**

- Provide and encourage the opportunity for all children to have the knowledge and skills required to engage with theology.
- Provide children with the skills and knowledge to hold an informed and balanced conversation about their own and world views.
- Provide opportunity for children to develop their religious literacy, understanding various religions, including how books, scriptures, readings and other important means of communication are used to convey beliefs.
- Help children gain an understanding of views through a theological, philosophical and human/social science lense.
- Have children be able to make sense of religion and world views and begin to understand the complex world around them.

- Expose children to wide and rich curriculum that links local and world-wide features.
- Provide opportunity for appreciation of how religion plays an important role in the lives of some people.
- Develop children's ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK.
- Enhance children's spiritual, moral, social and cultural development by:
  - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
  - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

Our Christian values shape how we behave, what we say, how we build relationships and how we learn. Our **RE** curriculum is designed to help each child to be able to think and **speak with confidence**; developing **independence for learning** whilst achieving academically and meeting age-related expectations by the end of their primary education.

## **The Context**

Mareham Le Fen Church of England Primary School is a small, rural school for children in the age range 4 to 11. As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE towards our theologically rooted Christian vision. We recognise the religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of effective RE. We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of world views. This stance also provides a backbone to our entire school community and our aim to enable all members to flourish as human beings, throughout their journey through our school, their long-term education and as adults.

## **Implementation**

At Mareham, RE is valued the same as other core subjects. RE follows a clearly sequenced and progressive curriculum based on the locally Agreed Syllabus for Lincolnshire (2018-2023) and Understanding Christianity.

RE is valued and included in the daily life of school, with links through Collective Worship and daily classroom prayers and Christian Values. Regular worships and visits from our RE Governor help

reinforce the Christian Values of the school, the school environment and help develop links with the local community.

We ensure high quality teaching that is appropriately pitched to individuals. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. Key vocabulary is carefully chosen and shared in Knowledge Organisers and at the start of all lessons. Children are encouraged to use the key vocabulary to talk with confidence about religion.

Children are given opportunities to engage, enquire, explore, evaluate and express their ideas, knowledge and understanding of Christianity and other world religions. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity and Islam, with additional units linked to Judaism and Hinduism. We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for and tolerance of different faiths and beliefs.

## **Impact**

We aim for all children to be able to:

- Talk confidently about their own religious views and discuss their ideas with others.
- Show their Christian values in their everyday life.
- Confidently apply their religious knowledge to other areas of learning.
- Demonstrate an appreciation and respect of others views and world religions.
- Hold a balanced and informed conversation about their own and world views.
- Discuss and challenge key enquiry questions.
- Have a sense of awe and wonder.

As a Year 6 transitioning into secondary school, we aspire that they not only achieve the age-appropriate standard at the end of Key Stage 2, but that they have also begun their religious and spiritual journey to embrace the beauty of other cultures and beliefs.

## **Inspection**

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Mareham Le Fen Church of England Primary School is a VA school. As such, progress and attainment in RE is inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

## **Monitoring and Review**

We intend that this policy should operate for the next two years and then be fully reviewed by staff

and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to report on pupil progress in RE during each academic year, participate in book scrutiny/moderation, contribute to RE priorities within action plans, identifying areas of weakness and strength and track attainment within our whole school tracker. The RE Subject Leader must evaluate their own leadership of the subject during each academic year. They must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

### **Withdrawal from RE**

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors. Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in so doing. During the time that would have been spent within RE lessons, any pupil who is withdrawn should complete alternative, equivalent work, provided by their parent/carer. This time should not be used as a top up for other subject areas that would effectively disadvantage others. Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher