



Religious Education Policy

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Date for Review
Dec 2016	Anna Goodwin		Sept 2019
May 2020	Maxine Barker		May 2023
Jan 2024	Gemma Yapp	5.2.24	May 2025



Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

Our Curriculum Drivers



Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our values.

Respect

Compassion

Courage

Forgiveness

Generosity

Service

Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Definition

Religious Education (RE) makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain. Good RE, is not about making pupils into believers, but tries to help them to become literate and articulate about religions and beliefs and to be thoughtful members of society. By learning from different faiths, they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. Religious Education contributes dynamically to children's education, provoking challenging questions about human life, beliefs, communities and ideas.

In RE, pupils learn from religions and world-views about different ways of life in local, national and global contexts. They discover, explore and consider many different questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world-views and to respond by expressing insights into their own and others' lives. They think rigorously, imaginatively and respectfully about their ideas in relation to religions and world-views.

Legal Requirements

RE, must be provided for all pupils in state-funded schools in England and is a necessary part of a 'broad and balanced curriculum'. We follow the locally agreed syllabus (2022-2027) for Tameside. As such, it is multi-faith and a curriculum drawn up by the SACRE to reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

Equal Opportunities and Right of Withdrawal

It is academy policy that all children regardless of gender, cultural background, first language, or disability have the right to access R.E. Parents have the right, however, to withdraw pupils wholly or partly from attending any Religious Education at school. Grounds for withdrawal can be that parents wish to provide their own religious education in accordance with the School Standards and Framework Act 1998 S71 (3). However, we will always talk to parents to ensure that they understand the aims and value of RE before honouring the right.

Methodist Ethos

The academy seeks to develop an ethos, which creates a respectful, compassionate and caring atmosphere in which to work, learn and grow together and to see each child as unique and special. It is our aim that this ethos should permeate all aspects of school life. However, there is a special place in the teaching of R.E to help children develop a spiritual awareness and understanding of the world around them.

Taking a creative and innovative approach to RE the academy highlights the history and distinctiveness of Methodism, including the story of John Wesley and the importance of his teachings today, the importance of belonging, commitment, and holiness & justice lived out through global, local and personal action. Key emphasis is on John's Wesley's rule of life:

‘Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can.’

Attention is given to the Methodist Quadrilateral (fourfold approach) of learning about the Christian faith and applying it to contemporary issues and Christian practice by reflecting upon (1) the Bible, (2) Tradition, (3) Reason and (4) Experience.

The Purpose of RE

- Religious education contributes dynamically to children’s and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

This broad purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use. Teachers should use it for short-term and long-term planning, to remind them of the purposes articulated above.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aims of RE elaborate the principal aim:

1. Know about and understand a range of religious and non-religious world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expressions influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Skills and Processes

Key questions are posed and built upon over time in RE –

- Discovering questions (Foundation Stage)
- Exploring questions (Key Stage One)
- Connecting questions (Lower & Upper Key Stage 2)

These are covered through three strands where there is a balance across all year groups and key stages –

<i>Strand 1 Believing</i> –	Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
<i>Strand 2 Expressing</i> –	Religious and spiritual forms of expression; questions about identity and diversity.
<i>Strand 3 Living</i> –	Religious practises and ways of living; questions about values and commitments.

Attitudes

Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. As well as through the teaching of RE, as a Methodist academy, we aim to achieve this through embedding and fostering respect throughout all of our curriculum and practices within school.

This is supported through the following –

- Philosophy for Children
- Thinking skills
- Our Core Christian Values
- Collective Worship
- Godly Play
- Experience Journeys
- British Values
- Mindfulness
- Independent and group enquiry
- Multi-cultural days and RE / Multi-Faith Days
- Multi-faith visits and visitors

‘We are called to love God with our minds as well as with our hearts.

To the best of our ability we need to think things through in the light of reason.

This means becoming aware of different points of view, and using our own critical thinking to make sense of God's world’

Description of ‘Reason’ from <http://www.methodist.org.uk/who-we-are/what-isdistinctive-about-methodism/the-methodist-quadrilateral>

Assessment, Achievement and Attainment

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils’ achievements will be evaluated by teachers, using criteria arising from the programmes of study. The three aims of the Tameside Agreed SACRE Syllabus (2022-2027) form the basis of assessment and are integrated into learning.

Delivery

A clear overview of how our Religious Education is being delivered can be found in a long-term curriculum plan, detailed guidelines in the agreed scheme of work, a timetable for each class within which Religious Education is identifiable, clear evidence of teachers' medium-term planning with learning objectives stemming from the SACRE Agreed Syllabus and evidence of pupil work in Religious Education within class and individual RE books.

Resources and I.C.T

All children will have equal access to a wide range of resources to complement and enhance their learning in Religious Education. These resources include artefacts, videos, music, posters and books. The use of I.C.T is also fundamental in the child's learning and is vital for research purposes. Every child in our academy has regular access to the computers and iPads.

Pupils with Special Educational Needs

The vision of the agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND). RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for SEND pupils will vary but all pupils will be included in RE.

RE Curriculum Overview						
Cycle A (23-24)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Which stories are special and why?	What times are special and why?	Which places are special and why?	Which people are special and why?	Where do we belong?	What is special about our world?
Year 1/2	Who is Jewish and what do they believe?	Christmas Nativity at Church	What can we learn from sacred books?	How & why do we celebrate special and sacred times? (Easter/ Pentecost/Eid)	Belonging together (Methodist Unit)	How should we care for others and the world, and why does it matter?
Year 3	Why do people pray?	How is Christmas celebrated in other cultures?	What do different people believe about God?	Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today?	Why is the Bible important for Christians today?
Year 4	Methodism – What can we learn from John Wesley on how to live a good life?	Why are festivals important to religious communities? (Christmas & Diwali)	What can we learn from religions about deciding what is right and wrong?	Why is Easter so important to Christians?	What does it mean to be a Muslim in Britain today?	Why is Jesus inspiring to some people?
Year 5/6	Why do some people think God exists?	What difference does it make to believe in Ahisma (harmless, grace and community)?	How do followers of Jesus put their faith into action?	What do religions say to us when life gets hard?	Is it long ago and far away or is it here and now? (Methodist unit)	Is it better to express your beliefs in art and architecture, or in charity and generosity?

RE Curriculum Overview						
Cycle B (24-25)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Which stories are special and why?	What times are special and why?	Which places are special and why?	Which people are special and why?	Where do we belong?	What is special about our world?
Year 1/2	How and why do we celebrate special and sacred times (Harvest, Shabbat) (Christmas and Chanukah)?		Who is a Christian and what do they believe?	How do Christians celebrate Easter?	Who is a Muslim and what do they believe?	What makes some places sacred?
Year 3	Why do people pray?	How is Christmas celebrated in other cultures?	What do different people believe about God?	Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today?	Why is the Bible important for Christians today?
Year 4	Methodism – What can we learn from John Wesley on how to live a good life?	Why are festivals important to religious communities? (Christmas & Diwali)	What can we learn from religions about deciding what is right and wrong?	Why is Easter so important to Christians?	What does it mean to be a Muslim in Britain today?	Why is Jesus inspiring to some people?
Year 5/6	If God is everywhere why go to a place of worship?	How does art architecture and poetry express what Christians believe about Christmas?	What matters most to Christians and Humanists?	Why do some people think life is a journey?	What would Jesus do? (can we live by the values of Jesus in the 21st Century?)	5 Big Questions: Does God really exist? What is religion? Does my soul exist? Why are rituals important? What's best, being good or being happy?

