

**Religious Education Policy**

2024-25

**Intent**

At Manor Farm Academy, we believe that the teaching of Religious Education is a crucial stepping-stone for all pupils to understand others’ beliefs and make connections between their own Spiritual, Moral, Social and Cultural values. Our RE curriculum has been carefully planned and sequenced to ensure that pupils are challenged, engaged and are able to hold balanced and informed conversations about religion and beliefs. We strive to ensure pupils are being inquisitive by asking thought-provoking questions about the world around them and encouraging pupils to develop respect for, and sensitivity towards, others whose faiths and beliefs may be different from their own.

We will deliver a curriculum that:

* Celebrates the diversity of pupils at Manor Farm Academy, their local area and beyond.
* Embraces the community of Lincoln, recognising local places of worship including Lincoln Cathedral, different denominations of church and the Lincoln Central Mosque.
* Encourages our pupils to be inquisitive about others’ beliefs, developing enquiry based R.E. skills that allow them to be culturally aware.
* Promotes a safe, respectful environment where children develop a sensitivity towards the different ways in which people live and the beliefs and concepts that underpin their ways of living.
* Builds on previous knowledge and skills so pupils will know more, remember more and understand more.

**Implementation**

The Subject Leader for RE will lead and monitor, evaluate, review and celebrate good practice.

* The RE curriculum will follow the Lincolnshire Agreed Syllabus written by the Lincoln Diocese.
* RE follows a whole school approach, which will be taught discretely throughout the year with the addition of a whole school RE day (s).
* RE lessons will build upon prior learning and develop skills year upon year.
* RE has some links to SMSC in the curriculum.

There are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff.  At Manor Farm Academy, we value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others. Living in a local area with limited diversity, the pupils develop their understanding of diversity through RE lessons, through organising visitors from our community, trips to local places of worship and through the celebration of our pupils own religious backgrounds.

Each unit of learning in RE will have:

* A cycle of lessons for each subject, which carefully plans for progression and depth.
* A low stakes assessment, which is tested regularly (at the beginning and end of each unit) to support learning and increase space in the working memory.
* Thought-provoking questions for pupils to apply their learning in a philosophical manner.
* A list of religious artefacts which would be best used to support pupils learning experiences, along with questions used to delve deeper into it’s use across faiths.
* Suggested trip or workshop ideas to provide high quality learning experiences.
* A knowledge organiser created by class teachers (KS2).

In addition:

* The RE Subject Leader will seek appropriate and relevant training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

**Impact**

At Manor Farm Academy, our pupils:

* have an awareness of the world around them and are mindful of the beliefs of others.
* enjoy RE, are engaged in RE and have inquisitive minds.
* feel safe to learn new things and share their beliefs with others in an environment rooted in mutual respect.
* know what RE is, why we learn about it and they can talk about why it is important to them and their future.

In addition, we measure the impact of our curriculum through the following methods:

* Reflecting on the learning being taught across the year groups (Book Looks, once per term).
* Knowledge Retention Checks (three times per year).
* Pupil discussions about their learning (twice per year).

**‘The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society’**

 ***(National Curriculum Framework, 2013).***