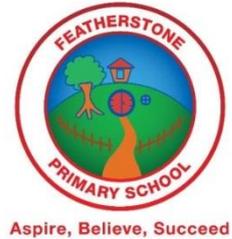


Featherstone Primary School

Religious Education Policy



Governing Board approval date: 13.12.18

Monitoring, evaluation and review: Every two years

The Legal Requirements for Religious Education

Featherstone Primary School provides Religious Education in accordance with The Birmingham Agreed Syllabus:-

Aims:

The Birmingham Religious Education syllabus takes seriously the overarching aims set out for education as a whole in 1988 Education Reform Act. These are as follows:

The curriculum for a maintained school satisfies the requirements of this section if it is a balanced and broadly based curriculum which:

1. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
2. Prepares such pupils for the opportunities, responsibilities, and experiences of adult life.

In other words, the Religious Education syllabus primarily develops (a) pupils and (b) society. This takes the main focus away from religious traditions as such and sees these traditions more as a means to realising the overarching aims, i.e. **Religious Education develops pupils/society and is not Religious Studies.**

The requirement that the curriculum be 'balanced and broadly based' is addressed by the self-conscious use of faith and religious traditions in complementing other subjects to address the overarching educational aims. Religious Education does not claim an exclusive responsibility for any aspect of the overarching aims of the basic curriculum, i.e. **Religious Education recognises that other subjects also have a responsibility for all of these aims.** A consequence is that Religious Education confines itself to the contribution that faith and religious traditions alone may bring, i.e. **Religious Education does not seek to represent secular humanism and atheism.**

Focus:

The delivery of the religious subject matter is designed to cultivate 24 dispositions taught by way of a spiral curriculum over two year cycles. The dispositions have been defined by agreement amongst all religious traditions to be:

- Being Imaginative and Explorative
- Appreciating Beauty
- Expressing Joy
- Being Thankful
- Caring for Others, Animals and the Environment
- Sharing and Being Generous

- Being Regardful of Suffering
- Being Merciful and Forgiving
- Being Fair and Just
- Living by Rules
- Being Accountable and Living with Integrity
- Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment
- Being Modest and Listening to Others
- Cultivating Inclusion, Identity and Belonging
- Creating Unity and Harmony
- Participating and Willing to Lead
- Remembering Roots
- Being Loyal and Steadfast
- Being Hopeful and Visionary
- Being Courageous and Confident
- Being Curious and Valuing Knowledge
- Being Open, Honest and Truthful
- Being Reflective and Self-Critical
- Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence

All religious traditions attempt to show how and where they might contribute to the development of these dispositions.

The Aims of Religious Education

Featherstone Primary School aims to enable and encourage pupils to:

- Develop a knowledge and understanding of Christianity, learning about and learning from Christian faith and life.
- Develop a knowledge and understanding of the other principle religions found within the United Kingdom and their associated ways of living.
- Have respect for all people and their right to hold, or not to hold, religious beliefs.
- Recognise the way in which religious beliefs shape life and how these beliefs contribute to personal morality and social responsibility.
- Appreciate the distinct nature of religion and the spiritual dimensions of life and reflect upon their experience in order to confirm, deepen or come to their own understanding of the meaning of life.

Spiritual, Moral, Social and Cultural Development (SMSC)

Religious Education should promote pupils’:

spiritual development through helping them to recognise and value their own spirituality, reflect on and question their own and others’ life experiences and beliefs, appreciate the earth and the universe as sources of sustenance and inspiration and understand their place in it;

Moral development through helping them to understand moral dilemmas, the difference between right and wrong; the importance of consideration and concern for others, recognise personal obligations, make reasoned and informed judgements;

Social development through helping them to understand and appreciate religious communities and their activities, respect differences, become a responsible citizen locally and globally;

Cultural development through helping them to develop a sense of belonging and engagement with local, regional and national cultures, learn how to appreciate difference and diversity, recognise common values which cross cultures, and appreciate the impact of the environment on cultural traditions.

Teaching and Learning

It is the responsibility of each teacher to ensure that RE is taught in each year group and that lessons are well planned in accordance with the Scheme of Work for Religious Education. The scheme of work contains long and medium term plans and assessment opportunities. All teachers should be familiar with this document.

The scheme of work follows the learning strands suggested in the Key Stage 1 to ensure coherence in children's learning. Each strand has been arranged into a yearly plan for each year group.

It is the overall responsibility of the appointed RE subject leader to ensure that schemes of work are kept up to date and are fulfilling the requirements of the locally Agreed Syllabus.

Teachers are encouraged to take professional responsibility and therefore, within certain statutory limits, are freed to select and use the material from the various religious traditions. This means that whilst they must communicate the Christian tradition they will select other material on the basis of certain principles to reflect the family background of the children, their ages, aptitudes and interests, and use whatever will deepen and broaden their horizons, or whatever will contribute to social solidarity and cohesion in a religiously plural community, i.e. there is no tick list approach to religious traditions.

Time Allocation

The Secretary of State and the locally Agreed Syllabus recommends a minimum allocation of 5% of curriculum time. This is the equivalent of 1 hour per week in all key stages. This may be delivered in a weekly lesson or by an equivalent block of time.

Within Foundation Stage the requirements apply to reception classes but not to nursery classes.

Planning

Teachers must ensure that in planning their lessons they cater for all abilities and include differentiated activities. This may be in written or pictorial form or indeed through the use of questioning and challenging their thinking. Every effort is made to involve all children in their learning using artefacts, stories, ICT, trips to places of worship and a philosophical approach.

RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It can challenge pupils to reflect, consider, analyse, interpret and evaluate issues.

Throughout the RE lesson the children are encouraged to develop their sense of identity and belonging, discussing local and global communities. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education and Inclusion

Religious Education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that

- Builds on and is enriched by the differing experiences pupils bring to religious education.
- Meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require

- Support to access text
- Help to communicate their ideas through methods other than writing. Pupils may demonstrate their understanding through speech or the use of ICT.
- A non-visual way of accessing sources of information, for example using audio materials.

By giving attention to these principles, teachers will ensure that all pupils have the chance to succeed.

Religious Education in the Foundation Stage

The Education Reform Act 1988 stipulates Religious Education must be taught to all registered pupils in reception classes but not those in nursery classes.

The development matters statements identifies early learning goals, principles and aims for the early years foundation stage which includes children from the age of three to the end of the reception year. The Foundation stage is divided into seven areas of learning and religious education can make an active contribution to them all but has a particularly important contribution to make to:

Personal, Social and Emotional Development (which includes spiritual and moral development)

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Communication and Language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Understanding of the World

Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.

- Children visit places of worship.

- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Creative Development

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Support:

The Agreed Syllabus is supported by:

1. a website - <http://faithmakesadifference.co.uk> is an active teaching tool, incorporating non-statutory schemes of work and lesson plans, available to all, including religious communities.
2. a DVD - *Faith makes a difference*, with: (a) 48 short films to illustrate how religious communities exhibit or support the dispositions, directed at two levels: 1. initial and 2. advanced, (b) two continuing professional development films, one for primary and one for secondary school teachers.
3. two films devised to inform and educate (a) parents and (b) religious communities about the nature and character of religious education to be offered in schools.

Right of withdrawal.

The parental right to withdraw a child from receiving RE should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal. Parents may write or speak to the Headteacher. Alternative arrangement will be made for the supervision of children who are withdrawn.

Monitoring, evaluation and review

The Policy will be brought to the attention of all staff, parents and pupils in September each year. It will be reviewed every two years.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1: Cultivating inclusion, identity and belonging Unit 2: Christianity / Islam Unit 3: Being modest and listening to others Unit 4: Expressing joy		Unit 5: Being fair and just Unit 6: Being accountable and living with integrity Unit 7: Being courageous and confident Unit 8: Being loyal and steadfast		Unit 9: Remembering roots Unit 10: Being hopeful and visionary Unit 11: Being curious and valuing knowledge	
Year 2	Unit 1: Living by the rules Unit 2: Being temperate, exercising self-discipline and cultivating serene commitment Unit 3: Being regardful of suffering Unit 4: Sharing and being generous		Unit 5: Creating unity and harmony Unit 6: Participating and willing to lead Unit 7: Being merciful and forgiving Unit 8: Being silent and attentive to, and cultivating a sense of, the sacred		Unit 9: Being reflective and self-critical Unit 10: Being imaginative and explorative Unit 11: Appreciating beauty	
Year 3	Unit 1: Sharing and being generous Unit 2: Caring for others, animals in the environment Unit 3: Creating unity and harmony		Unit 4: Being fair and just Unit 5: Being accountable and living with integrity Unit 6: Remembering roots Unit 7: Being loyal and steadfast		Unit 8: Being open, honest and truthful Unit 9: Being reflective and self-critical Unit 10: Being courageous and confident Unit 11: Being hopeful and visionary	
Year 4	Unit 1: Expressing joy Unit 2: Being thankful Unit 3: Being reflective and self-critical Unit 4: Being curious and valuing self-knowledge		Unit 5: Being modest and listening to others Unit 6: Cultivating inclusion, identity and belonging Unit 7: Being merciful and forgiving Unit 8: Being regardful of suffering		Unit 9: Living by rules Unit 10: Being temperate, exercising self-discipline and cultivating serene contentment Unit 11: Being imaginative and explorative/ Appreciating beauty	
Year 5	Unit 1: Caring for others, animals in the environment Unit 2: Sharing and being generous Unit 3: Being loyal and steadfast Unit 4: Being hopeful and visionary		Unit 5: Being open and listening to others Unit 6: Being silent and attentive to, and cultivating a sense for, the Sacred and Transcendence Unity 7: Participating and willing to lead Unity 8: Being modest and listening to others		Unit 9: Being temperate, exercising self-discipline and cultivating serene contentment Unit 10: Being imaginative and explorative Unit 11: Appreciating beauty	
Year 6	Unit 1: Living by the rules Unit 2: Being fair and just Unit 3: Creating unity and harmony Unit 4: Cultivating inclusion, identity and belonging		Unit 5: Remembering roots Unit 6: Being courageous and confident Unit 7: Being regardful of suffering/ Being merciful and forgiving		Unit 8: Expressing joy Unit 9: Appreciating Beauty Unit 10: Being curious and valuing knowledge	