

RELIGIOUS EDUCATION POLICY



March 2017

Approved by the Full Governing Body 6 April 2017

CONTEXT

Wheelers Lane Primary School is a large primary school with approximately 671 pupils, 62% of children are from a variety of ethnic and religious backgrounds. The majority religions are Christianity, Islam, Hinduism and Sikhism.

We are a Rights Respecting School and when writing this policy, we have considered articles from the UN Convention on the Rights of the Child and these include:

Article 2 Non-discrimination

Article 12 Respect for the views of the child

Article 13 Freedom of expression

Article 14 Freedom of thought, belief and religion.

Article 15 Freedom of association

Article 28 Right to education

Article 29 Goals of education

Article 30 Children from minority or indigenous groups

Article 31 Leisure, play and culture.

LEGAL REQUIREMENTS(For details see Circular 1/94, the 2002 Education Act and the School Standard and Framework Act 1998)

RE is a part of the basic curriculum of the school, as set out in 2002 Education Act and the School Standards and Framework Act 1998, and must be taught to all pupils, unless they have been withdrawn from it by their parents.

- Parents have the right to withdraw their children from RE.
- As Wheelers Lane Primary School is a community primary school, RE must be taught according to Birmingham's Agreed Syllabus.
- RE must be non-denominational in Community and Controlled schools.

AIMS FOR RE Religious Education aims at spiritual, moral, cultural, mental and physical development and prepares pupils for a future in society by:

- learning from faith
- learning about religious traditions

In order to develop the whole child as a spiritual, moral, social and cultured being, the pupils should:

- be challenged intellectually
- have their feelings deepened
- be encouraged to act responsibly
- acquire relevant skills

In order to develop and build society, the Religious Education curriculum will have an approach in which teachers, pupils and school communities are:

- working in partnership with parents, faith communities and the wider society
- being responsive to values, freedoms and creative needs of people living in Birmingham and elsewhere.
- Cultivating social and community cohesion.

The aims of the Agreed Syllabus are to be pursued by working towards 2 attainment targets, which require the development of pupil dispositions, using and deploying the resources found within Christianity and the traditions of other religions. It is intended that by these means children will be prepared to live, flourish and work in a global community and that Birmingham will become an enriched and more harmonious society.

The **two** attainment targets are:

1. Learning from faiths
2. Learning about religious traditions.

1. Learning from faith

Drawing on the beliefs, expression and practical actions of religious traditions children will be encouraged to:

- Consider reflectively and actively matters that relate to the fundamental sense, purpose and meaning of life.
- Give close attention to what religious traditions treasure as inspiring, good, beautiful, true and sacred.
- Develop religiously informed judgement.
- Express and respond to shared human experiences such as, joy, thankfulness, grief hope, pity, care and humility.
- Express any personal spiritual and/or religious affections in words or other media.
- Discern and cultivate widely recognised values and virtues, such as honesty, integrity and courage.
- Personally deploy religiously informed dispositions, including selflessness, concern for others, and altruism.
- Deploy and enhance skills to engage sensitively and empathetically with the richness and the challenges of diversity in the modern world.

2. Learning about religious traditions

Pupils will be encouraged to develop their knowledge, their affections, their dispositions, their skills and their relationships with other society by:

- Learning about key religious practices and beliefs, sacred writings, persons and institutions.
- Learning about significant religious stories, narratives events and places.
- Considering features of the natural world that give rise to a religious response.
- Exploring culturally important and widely valued religious expressions eg art, music, literature, dance etc.
- Engaging with religious aspirations and commitments to personal and social well being, and practical religious involvement in socio-political life.
- Understanding and properly applying religious language and concepts.
- Entering to serious dialogue with others and learning how faith traditions have encountered and engaged with others.

Dispositions to be covered

- 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

Spiritual and Moral Development of pupils.

Through the aims above, in light of the common requirements, RE contributes fully and positively to the spiritual, moral, cultural and social development of the pupils. This is promoted throughout the school – its ethos, curriculum and its worship.

Approaches to RE

RE will be provided through (one, two or all of these, or in combination):

- a) an allocation of lesson time across the school year.
- b) as part of a wider topic focus involving the delivery of other subjects such as History, Geography, Art, Music or English, and;
- c) occasional connections with the school's programme of assemblies and collective worship (see separate policy).

Management of RE

The School Co-ordinator is responsible for the overall management and curriculum policy of the school:

- to develop school policy on RE
- to work with colleagues to develop the scheme of work for RE
- to ensure continuity and progression in RE through the school
- to advise on methods of teaching and learning
- to develop and maintain a resource base for RE
- to co-ordinate in-service training in RE
- to develop and maintain a development plan for RE
- to monitor and evaluate the effectiveness of RE and to inform the school's self-evaluation process so that effective targets can be set to improve the impact of RE on pupil learning

Teaching RE

RE will use the full range of teaching and learning methods as appropriate for the age, development and abilities of the pupils, and for the purpose and content of the work, including:

- whole class teaching
- individual research and resource-based learning
- visits to building and places outside school
- the use of artefacts
- visits from outside speakers
- use of the basic skills of reading, literacy, numeracy and artwork
- use of information technology resources
- differentiated work for pupils of different ability

Resources

Resources are stored in the main stockroom

Assessment and Recording

The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject. This will be done through the use of the two Attainment Targets set out in the Agreed Syllabus.

Assessment of RE shall be done in accordance with the levels of attainment in the Agreed Syllabus. Pupils at KS1 and KS2 will be assessed relative to the levels at least once a term and the assessment results recorded to inform reporting to parents. In order to do this effectively staff will use the levelled learning indicators in the programmes of study to fill out an assessment grid. The children will reflect on their own understanding through completing a self-evaluation.

Assessment of RE for Reception pupils will be relative to their contribution to the Early Learning Goals.

Reporting RE

It is a legal requirement that the Headteacher issues a written report of progress in RE for each pupil annually. This will be done along with reports for subjects of the National Curriculum. The report will contain attainment and achievement in RE, as well as a comment on the effort, presentation skills and general progress of the pupils. Reporting in RE at reception will comment on how work in RE has contributed to a child's attainment and achievement relative to the Early Learning Goals.

WITHDRAWAL FROM RE

Parents have a right to withdraw their child from RE in whole or in part, as indicated in the school's prospectus. If a parent wishes to withdraw their child they must write in the first instance to the Headteacher who will then invite them in to see if it will be possible to keep them in RE lessons and, if failing that, how the withdrawal will be managed.

DEVELOPMENT PLAN FOR RE

There will be a development plan for RE in line with the school's self evaluation processes.