



Watling Park School

Religious Education Policy

This policy applies all pupils in the school, including in the EYFS

Signed:	D Boohdna
Chair of Local Advisory Board:	D Boohdna
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Appendix A RE Units of Work

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

2.0 Introduction

We recognise that children come to Bellevue Place Education Trust Schools from a variety of cultural backgrounds with different experiences, abilities and beliefs. Our role is to promote pupils' spiritual, cultural, social and moral development. Whilst also engaging them in discussion, dialogue and debate which enables them to make their reasoning clear and support their cognitive and linguistic development.

3.0 Definition

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At BPET Schools we develop the children's knowledge and understanding of Christianity and other world faiths and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion).

RE does not seek to urge religious beliefs on children, nor to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.

4.0 Legal Requirements

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the headteacher.

The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed

Syllabus, this amounts to approximately 1 hour per week.

5.0 Aims and purposes of Religious Education

RE at BPET Schools provides children with the opportunity to:

- develop their knowledge and understanding of, and their ability to respond to Christianity and other major world religions represented in Great Britain
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions
- consider questions of meaning and purpose in life from beginning to end
- learn about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

6.0 The Syllabus for Religious Education

The schools follow a syllabus which covers the requirements of the National Curriculum attainment targets:

- AT1 Learning *about* religion
- AT2 Learning *from* religion

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

7.0 Curriculum Organisation and Planning

We focus on three major religions: in Key Stage 1, Islam and Christianity are studied; in Key Stage 2, Islam, Christianity and Sikhism. There is sometimes reference to religions of other faiths.

See **Appendix 1** for the units studied by each year group.

We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

8.0 Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to build on their own experiences and extend their knowledge and understanding of religious traditions, to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues, working individually or in groups. Sometimes they prepare presentations and share these with the class.

We recognise the fact that classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child
- Use Learning Support Assistants to support the work of individuals or groups of children

9.0 Equal Opportunities

We believe that it is important for all children to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes and promotes respect for others in all circumstances, including in relation to the 'protected characteristics'. We recognise the fact that all classes in our school have children of widely differing abilities, and that the children have different experiences of religion. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, and by providing a wide range of activities to address all learning styles. We use Learning Support Assistants to support the work of individuals or groups of children where relevant and available.

10.0 Special Educational Needs

At our school we teach to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

11.0 PSHCE

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

12.0 Spiritual, Moral, Social and Cultural Development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society.

13.0 Community Cohesion

R.E. makes an important contribution to promoting community cohesion. We aim to develop pupils' understanding and appreciation of diversity by including community cohesion days to allow other schools to visit and share our wider cultural diversity.

14.0 Assessment and Recording

Pupils' work is kept in folders and passed on to the next year. We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

15.0 Subject Monitoring

The subject leader monitors teaching and learning through monitoring planning, lesson observations, book scrutiny and discussion with children.

Role of the Co-ordinator

- Lead the development of RE in the school
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in RE and disseminate relevant information
- Review and monitor the success and progress of the planned units of work
- Be responsible for the organisation and maintenance of RE resources and regularly update staff on new resources, ideas, materials etc.
- Assist in organising visits to the faith centres / places of worship

16.0 Resources

The school has a range of resources to support teaching and learning and will include artefacts and books for Christianity, Islam and Sikhism. Children are taught to treat all resources with the respect, more so with R.E., due to religious practices.

Members of staff and people from local faith communities are also a valuable resource.

17.0 Monitoring and Review

The Assistant Headteachers (Curriculum leaders) and RE leader are responsible for monitoring the standards of pupils' work and the quality of teaching and learning.

The Assistant Headteachers and RE leader support colleagues in the teaching of Citizenship by giving information about current developments in the subject and by providing strategic lead and direction for the subject in school.

The Headteacher will present a report annually to the Local Advisory Board on the quality of learning and, on all changes which have taken place in the programmes of learning in this area.

18.0 Approval by the Local Advisory Board

This policy will be reviewed when there are changes in national guidelines, or in accordance with the schedule drawn up by the Local Advisory Board.

Appendix A: RE units of work to support 'One world, many faiths'

	<u>Autumn Term 1</u>	<u>Spring Term 1</u>	<u>Summer Term 1</u>
Recep	How should we treat each other?	How do we know some objects are really special?	Why do some people remind themselves of God when they are At home?
Yr 1	What do I celebrate? What do Christians celebrate?	Which books are special to Christians and Muslims?	What makes a mosque special for Muslims?
Yr 2	What do Christians do inside the church? (worship and prayer unit)	How is it best to welcome a new baby in Islam and Judaism?	What questions would you like to ask God?
Yr 3	Transition unit: What does it mean to belong?	Preparing for a big day: why is prayer so important in Islam and Judaism?	How and why do you become a Sikh?
Yr 4	How does faith affect family life?	How and why do you become a Buddhist?	If you had God in the hot seat, what questions would you ask?
Yr 5	What does it mean to be part of a religious community?	What does compassion mean and what difference does it make?	What do places of worship teach us about religions?
Yr 6	Can Christian Aid and Islamic relief change the world?	How do believers show their responsibility to others?	Can you express your spiritual side in a work of art?
	<u>Autumn Term 2</u>	<u>Spring Term 2</u>	<u>Summer Term 2</u>
Recep	Why do people celebrate Christmas?	Can I find signs of new life?	Why are some places holy for some people?
Yr 1	What happens at Eid-ul-Fitr and how does it feel?	What makes a church special for Christians?	Why is Jesus important to Christians and Muhammed (pbuh)

			important to Muslims?
Yr 2	What do the stories of Christmas mean? Why do they matter?	Does it matter if we keep to the rules?	Transition unit: What does it mean to belong?
Yr 3	Why do Christians try to follow the Bible?	Why do people follow Jesus today?	How and why do you become a Muslim?
Yr 4	How and why do people celebrate religious festivals?	What makes the Prophet Muhammed (pbuh) an inspirational leader for Muslims?	Heavenly Art: How can you express your ideas about God through the arts?
Yr 5	How are beliefs and values expressed through worship?	Does a beautiful world mean there's a wonderful God?	Why do millions of people travel to sacred places?
Yr 6	What's it worth fighting for?	How should we respect the religions and beliefs that are found in our community?	Transition Unit: Who gives us guidelines for living?