



RYDERS GREEN PRIMARY SCHOOL

R.E Policy

Presented to	Date	Signature
Governing Body	September 2022	(Head)M Petty (Chair) L Blackmore
Senior Leadership	September 2022	(Head) L Blackmore
Staff Team	September 2022	(Head) L Blackmore
Review Date	September 2023	(Head) L Blackmore (Chair) M Petty

Rationale

This policy outlines the aims, objectives and strategies for the teaching of

Religious Education at Ryders Green.

The policy replaces all previous schemes and policies for Religious Education and meets the requirements of the new Sandwell Agreed Syllabus for RE.

“The study of Religious Education should engage pupils in a journey of discovery which will enable them not only to gain understanding of the beliefs and commitments of others but also support them in recognising and reflecting on their own.”

The legal position

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). This 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 school governors. The ERA also allows teachers to refuse to teach religious education, but they must give notice of their intention to the school governors. The RE curriculum forms an important part of our school’s spiritual, moral and British Values teaching. Our school RE curriculum is based on the Sandwell Agreed Syllabus and it meets all the requirements set out in that document.

Aims

RE enables children to investigate and reflect on some of the most fundamental questions asked by people. At our school we develop the children’s knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other major world religions, especially those that are the main faiths of children within our school. 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 as well as about religions.

This Agreed Syllabus for Religious Education (RE) has been created by the Sandwell Agreed Syllabus Conference. The syllabus explains the value and purposes of RE for all pupils and for teachers what shall be taught in each age group. It provides a coherent framework for setting

high standards of learning in RE, and enabling pupils to reach their potential in the subject. As such, the Agreed Syllabus is parallel to the government's subject orders for the subjects of the National Curriculum. Religious Education is an essential component of a broad and balanced education (a key OFSTED priority from 2017), and is a focal point in the curriculum for work on SMSCD and British Values. It enables the growth of religious literacy, essential for life in modern Britain and the wider world.

British Values

Through RE lessons pupils will learn and think for themselves about British values in relation to the values of different religions, world views and their own values. Questions about whether social and moral values are best described as '**British values**' or seen as more universal human values will continue to be debated, but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of **tolerance** towards increasing **respect**, so that they can celebrate **diversity**. Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of all people within our communities.

British values are as follows-

- Mutual Tolerance.
- Respectful attitudes.
- Democracy.
- The Rule of Law
- Individual liberty

The threefold aim of RE

The threefold aim of RE elaborates the principal aim. The curriculum aims to ensure that all pupils can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways

- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning.
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE, and how they help pupils to achieve the threefold aims above.

Active learning

Active learning within R.E. is extremely important. As with other subjects, pupils learn more readily and show greater enthusiasm when they are actively involved in their learning. There are a great number of opportunities for active learning within R.E.

For example:

- Drama/role play
- Discussions/debates
- Dance/music/song
- Collaborative learning
- Performances/assemblies

Other practical activities such as cookery, art and craft, design and technology etc. may incorporate RE elements and can be linked to a study or celebration of religious festivals.

Visits and Visitors

Every effort is made that each year group will have a visit to a place of worship. These enable R.E. to be brought to life for the children. When

undertaking an RE visit, pupils should understand why the place is special and why it is important for them to respect the laws and customs of a particular group of people. Likewise, when a visitor has been invited in, all efforts should be made to prepare the children for what to expect well in advance. In this way, any laughter, embarrassment, confusion etc. should be kept to a minimum. Members of the school community, including parents, are used to enhance RE teaching by sharing their beliefs and practices.

Resources and Artefacts

Many of the religious practices and beliefs taught in school will be unfamiliar to some of the children. It is therefore crucial that artefacts, posters, videos, online resources etc. are used whenever possible in order to extend the children's understanding of the religion. All religious artefacts should be treated with respect, as they can be aids to worship and in some cases represent a divine being. They can be used in the classroom as starting points for discussion and role-play. In addition, they can help pupils understand about the rituals in which they are used, the stories they tell and what they represent to the members of that particular faith.

Religious Education plays an important part in helping our school to foster the spiritual, moral, social and cultural development of our pupils. We therefore plan and provide opportunities for children to ask questions about and reflect on their own experiences and their responses to these experiences, and to consider questions of meaning and purpose.

The Imagination Studio

The imagination studio is a room that gives the children visual and imaginative experiences that they may not have in real life. The importance of creating the correct atmosphere supports the learning of RE across all year groups in the school. This develops trust and mutual respect amongst the children. We understand that children must feel relaxed, secure and comfortable when talking about their own beliefs and values.

Planning

Planning for R.E should be done in accordance with the school's planning policy. The scheme we use provides long term plans, which teachers should use as a starting point to formulate their medium term plans each half term and vocabulary and knowledge grids that should be kept for reference in the blue folders. This planning should then saved onto the system.

Skills in R.E**a) INVESTIGATION**

- asking relevant questions
- knowing how to use different types of sources as a way of gathering information

b) INTERPRETATION

- the ability to draw meaning from artefacts, art, poetry and symbolism
- the ability to suggest meanings of religious texts

c) REFLECTION

- the ability to reflect on feelings, relationships, experience and fundamental questions

d) EMPATHY

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- the ability to see the world through the eyes of others

e) EVALUATION

- the ability to debate issues of religious significance
- weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience

f) ANALYSIS

- distinguishing between opinion, belief and fact
- distinguishing between the features of different religions

g) SYNTHESIS

- linking significant features of religion together in a coherent pattern
- connecting different aspects of life into a meaningful whole

h) APPLICATION

- making the association between religions and the individual, community, national and international life
- identifying key religious values and their interplay with secular ones

i) EXPRESSION

- the ability to explain concepts, rituals and practices

- the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media.

Attitudes in R.E

Attitudes such as respect, care and concern should be promoted through all areas of school life. However, there are some attitudes that are central to religious education. These include the following:

a) COMMITMENT

- understanding the importance of commitment to a set of values by which to live
- willingness to develop a positive approach to life

b) FAIRNESS

- listening to the views of others without prejudging the response
- careful consideration of other views
- willingness to consider evidence and argument
- readiness to look beyond first impressions

c) RESPECT

- respecting those who have different beliefs from one's own
- recognising the rights of others to hold those views
- avoidance of ridicule
- appreciating that people's religious convictions are often deeply felt
- recognising the needs and concerns of others

d) SELF-UNDERSTANDING

- developing a mature sense of self-worth and value

e) ENQUIRY

- curiosity and a desire to seek the truth
- developing a personal interest in metaphysical questions
- an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to acknowledge bias and prejudice in oneself

Progression and continuity is ensured through our use of the Scheme of Work, which details the knowledge and skills to be developed in each year group and ensures that each year group's units build on knowledge acquired during previous years. Visits to places of worship should be planned into the curriculum, with each year group having a designated place of worship to visit which is relevant to one of the units studied that year. This system will ensure that, by the time the children leave our school at the end of Year 6, they will have visited the places of worship of each of the six main world religions: A

Buddhist Temple, a Christian Church, a Hindu Mandir, a Muslim Mosque, a Jewish Synagogue and a Sikh Gurdwara.

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. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Foundation Stage

Within the context of 'Knowledge and Understanding of the World', Reception children should be given opportunities to help them "to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture." This can be done by:

- Introducing children to a range of cultures and religions, for example, tell stories, listen to music, dance, eat foods from different cultures and use resources in role play that reflect a variety of cultures, such as clothes, cooking implements, vegetables, symbols, candles and toys.
- Looking at pictures and videos of the cultures of children within the setting and other cultures outside the children's experience.
- Looking at books that show different languages, dress and customs.
- Deepening children's knowledge of cultures and beliefs, for example by looking at books, listening to simple short stories in different languages, handling artefacts, inviting visitors to the setting from a range of religious and ethnic groups, and visiting local places of worship and cultural centres where appropriate.

Equal opportunities

All children irrespective of their race, gender, religion or ability will be given opportunities to increase their knowledge and explore their own beliefs and those of others, whether religious or not. Diversity of religious belief will be treated sensitively and the value of the

children themselves as a resource is recognised and utilised. Religions have many common elements, concerns and values e.g. tolerance and justice. Where possible, these will be emphasised but care will be taken not to compromise the integrity of individual faiths. Efforts will be made to ensure that major faiths are shown in a worldwide context and that where studies of people are made or stories told, that these represent a range of ethnic and cultural backgrounds. We recognise the fact that all 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 group
- providing resources of different complexity, adapted to the ability of the child
- using classroom assistants to support the work of individuals or groups of children.
- Children who are identified as gifted and talented in Religious Education will be identified by the class teacher who will also inform the G&T coordinator.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. The outcomes are woven into every aspect of the planning, teaching, learning and assessment of this syllabus.

Teaching and learning approach	End of KS1	End of lower KS2	End of KS2
<p>Element 1: Making sense of beliefs</p>	<ul style="list-style-type: none"> Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts / sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.
<p>Element 2: Understanding the impact</p>	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different

		<p>live</p> <ul style="list-style-type: none"> • Identify some differences in how people put their beliefs into practice. 	<p>communities, denominations or cultures</p>
<p>Element 3: Making connections</p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. • Give a good reason for the views they have and the connect 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the

			connections they make.
--	--	--	------------------------

Roles and Responsibilities

It is the role of the R.E. coordinator:

- To monitor the teaching of R.E. and to identify strengths and weaknesses in this subject in order to raise standards.
- To improve the quality of teaching by planning training and providing support to address areas for development, e.g. aiding staff development through the organisation of INSET.
- To be familiar with the legal requirements for R.E. in schools, to keep staff informed of these and to ensure as far as possible that they are being met.
- To liaise with other schools, members of the community and religious organisations where appropriate.
- To assist in implementing units of work and lesson plans if requested and to monitor the quality of the delivery of the R.E. curriculum.
- To ensure that teachers have access to the resources needed to support the units of work.

It is the role of the class teacher to ensure that the subject is well planned and taught and to assess individual pupil progress. It is the role of the Headteacher and governors to ensure effective curriculum deliver.