

BEAUFORT COMMUNITY PRIMARY SCHOOL **RELIGIOUS EDUCATION (RE) POLICY**

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Beaufort Primary 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 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.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

The legal position of religious education

Our school curriculum for religious education 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 religious education 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 only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Derby City LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

To ensure that the RE curriculum is broad and balanced we study Christianity throughout each key stage and the other principal religions in Great Britain are studied across the key stages.

RE is allocated a minimum of 5% curriculum time:

- 36 hours per year at KS1
- 45 hours per year at KS2

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 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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

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. 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 ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using teaching assistants to support the work of individuals or groups of children.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Derby City LA's Agreed Syllabus. We ensure that the topics studied in religious education 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.

The curriculum is planned in phases (long-term & medium-term). At Beaufort we have designed a long term plan for all year groups from the foundation stage through to year 6. KS2 follow a 2 year cycle due to these being mixed year groups. Topics covered include; Islam, Christianity, Hinduism, Buddhism, Sikhism, Judaism, and festivals and celebrations such as Chinese New Year. We teach religious education topics in conjunction with other subjects, and where possible link to the topic themes.

Our medium-term plans give details of each unit of work for each term. These plans are monitored by the subject leaders. Plans are available on the staff area of the school server. Each year group has a designated teacher who plans the unit of work which ensures consistency across the year groups.

Cross-Curricular Links

Foundation Stage

We teach religious education to all children in the school, including those in the reception class.

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which

underpin the curriculum planning for children aged three to five. This is done through religious festivals.

Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion and debate.

Information and communication technology (ICT)

We use ICT where appropriate in religious education to enable pupils to research and present information.

Personal, social and health education (PSHE) and citizenship.

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

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.

Teaching religious education to children with special needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, ensuring we teach a broad and balanced curriculum to all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties.

Assessment and recording

We assess children's work in religious education by making judgements as we observe pupils listening to their contributions and the questions they ask. Assessment procedures are being trialled for implementation in the next academic year.

Resources

We have resources in school to support all our religious education teaching units and we also 'loan' artefacts from the multicultural centre or library. We have a range of RE topic books and computer software to support the children's individual research.

Monitoring and review

The work of the subject leader involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The RE subject leader annually identifies the strengths and weaknesses in the subject and indicates areas for further improvement. This review forms the basis for the RE annual action plan.

TEACHING BRITISH VALUES

Promoting British Values at Beaufort Community Primary School

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Beaufort these values are promoted through the following examples:

Democracy

Each year the children decide upon their class rules. All the children contribute to the drawing up of the rules. We have a school council which meets regularly with the Deputy headteacher to discuss issues raised in class council meetings. The council has its own budget and is genuinely able to effect change within the school. Every child on the student council is voted in by their class.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Beaufort. Pupils are taught from an early age the rules of the school.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Beaufort, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons. They also understand that with rights come responsibilities.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. This reflects our school motto of 'together we succeed'.

Tolerance of those of Different Faiths and Beliefs

At Beaufort we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. The children visit places of worship that are important to different faiths and visitors come into school to support work undertaken on a range of faiths.

Reviewed by: Mr Scaife/Mrs Skaper

Date of Review: Summer 2016

Next Review: Summer 2017