



# Three Bridges Primary School

## Religious Education

### Policy

**Approval Date:** April 2019

**Review Date:** June 2025

**Headteacher:** 

## **RELIGIOUS, SPIRITUAL & MORAL EDUCATION POLICY**

### **AIMS**

Our school is part of a multicultural society and is not affiliated to any religious denomination. Our link with St. Richards Church is strong; however consideration is given to other faiths represented in the school.

We follow the Local Authority agreed syllabus for Religious Education (2020-2025). The syllabus aims to provide pupils with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights understanding and the skills required to engage with the subject matter.

The aims set out below develop the skills needed to engage with the subject matter. They enable pupils to know and understand about religion and worldviews.

#### **A. Knowledge and Understanding**

- Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.
- Identify, discuss, and respond to sources of wisdom found in religion and worldviews.
- Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.

#### **B. Application and Interpretation**

- Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions.
- Draw conclusions about what enables different communities to live together respectfully for the well-being of all.
- Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

#### **C. Analysis and Evaluation**

- Justify their own ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion linking these to British values.

(Page 9 of the Agreed Syllabus 2020)

We meet these 3 aims by using the Cornerstones 'Love to Celebrate Innovate Themes'.

	Buddhism	Christianity	Hinduism	Islam	Judaism	Sikhism
<b>Year 1</b>	Esala Perahera	Harvest	Diwali	Milad un Nabi	Purim	Naam Karan
	Summer	Autumn	Autumn	Autumn	Spring	Any term
<b>Year 2</b>	Losar	Christmas	Navratri	Jumu'ah	Hanukkah	Anand Karaj
	Spring	Autumn	Autumn	Any term	Autumn or Spring	Any term
<b>Year 3</b>	Vesak	Lent	Ganesh Chaturthi	The Hajj	Shavuot	Guru Nanak Gurburab
	Summer	Spring	Autumn	Any term	Summer	Autumn
<b>Year 4</b>	Kathina	Holy Week & Easter	Janmashtami	Eid ul-Adha	Shabbat	Vaisakhi
	Autumn	Spring	Autumn	Summer or Autumn	Autumn	Spring
<b>Year 5</b>	Dharma Day	Pentecost	Holi	Ramadan and Eid al-Fitr	Passover	Guru Arjan Gurburab
	Summer	Summer	Spring	Summer	Spring	Summer
<b>Year 6</b>	Parinirvana	Sunday	Kumbh Mela	Lailat al Miraj	Rosh Hashanah and Yom Kippur	Banki Chhor Divas
	Spring	Any term	Any term *	Summer	Autumn	Autumn

\*The Kumbh Mela happens every three years.

## RE IN THE SCHOOL CURRICULUM

RE is a statutory subject of the school curriculum of maintained schools. Academies and free schools are contractually required through the terms of their funding to make provision for the teaching of RE to all pupils on the school roll. Alongside the subject's contribution to pupils' mental, cognitive and linguistic development, RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global. (pages 9 and 10 of Agreed Syllabus 2020)

## THE BREADTH OF RE

The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act 1996). This means that from the ages of 5 to 19 pupils in schools learn about diverse religions and worldviews including Christianity and the other principal religions. All schools need to recognise the diversity of the UK and the importance of learning about its religions and worldviews, including those with a significant local presence (page 10 of Agreed Syllabus 2020).

## **RELIGIOUS EDUCATION IN THE EARLY YEARS FOUNDATION STAGE**

Pupils in the EYFS should explore a variety of religious and worldviews by identifying special people, books, times, places, and objects, and (where appropriate) by visiting places of worship. Pupils should listen to, discuss, and ask questions about stories from a variety of sources, religions, and worldviews. Pupils can be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expression. Pupils should be encouraged to ask questions and reflect on their own feelings and experiences.

Pupils should use their imagination and curiosity to develop their appreciation for the world in which they live.

Pupils are assessed against the EYFS Profile in all Areas of Learning at the end of their Reception year. Religious education can be woven into all seven Areas of Learning, through a creative and inspiring curriculum which reflects the demographic of individual cohorts. Religious education is not currently assessed as a stand-alone subject (in most schools) for Reception pupils. (Agreed Syllabus page 13)

RE in the EYFS should focus on developing pupils questioning skills through good Early Years practice in communication skills. Therefore, teachers may wish to centre their RE teaching and learning around some key enquiry-based questions. RE in the EYFS should focus on developing pupils questioning skills through good Early Years practice in communication skills. Therefore, teachers may wish to centre their RE teaching and learning around some key enquiry-based questions. (Agreed Syllabus page 20)

### **Some possible enquiry questions could be:**

#### **Who are special people?**

- Pupils can explore who are the special people in their lives and what makes them special.
- Links can be made to religious leaders/ important figures and what makes them special to people belonging to that faith.

#### **What are special books?**

- Pupils can explore different religious text and what makes them special for people of those faiths.
- Pupils can make links to special books in their lives and how they handle them with care and respect.

### **Which places are special?**

- Pupils can visit places of worship and discuss why people visit them.
- Pupils can make links to special places in their own lives and discuss and ask questions about why those places are special to each other.

### **What times are special?**

- Pupils can explore festivals and celebrations from various cultures and religions.
- Pupils can share special times that they share with their families and discuss and ask each other questions.

### **What are special objects and symbols?**

- Pupils can look at religious symbols and objects and their meanings.
- Pupils can share some of their own special objects and discuss how they handle them with care and respect.

(Agreed Syllabus page 20)

### **RELIGIONS STUDIED in Key Stages 1 and 2**

In order to provide a broad and balanced religious education curriculum and to ensure statutory requirements are met Three Bridges Primary School ensures the following:

- a) Christianity will be studied throughout each key stage
- b) In Key Stage 1 at least one further principal religion will be studied and a further two will be studied in Key Stage 2
- c) We will include the religion of a community with a significant local presence
- d) We will endeavour to provide a secular worldview.

### **TEACHING RELIGIOUS EDUCATION TO CHILDREN WITH EXTRA NEEDS**

At Three Bridges Primary School we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum and we aim to provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Support Plans. Children who are on the More Able and Talented Register will be supported by providing them with higher level critical thinking questions and reflections based on the religion being studied.

### **SCHOOL ASSEMBLY**

School assembly is used to encourage children to consider moral issues and social issues from the wider community or National events, western and non-western tales, folk stories and discussion. Assembly can provide moments of quiet reflection.

In class, children follow an R.E. curriculum which reflects the important and valuable multi-cultural nature of our school. This helps the children to compare values and beliefs and to develop tolerance and understanding. Members of different faiths or religions, races or cultural extractions are encouraged to share their knowledge to enhance learning within classes and the school. International partnerships provide opportunities to talk with and question people from other cultures and ethnic backgrounds. We have updated library stock and resources to ensure that children can access materials to support their learning about diversity.

### **WITHDRAWAL FROM LEARNING ON RELIGIOUS GROUNDS**

The school strongly encourages parents to come in to school to discuss any concerns or questions they may have and to find out more about the school's approach to assembly and R.E. Following this any requests to withdraw children from these activities must follow the procedures below:

- Make initial request in writing to the Headteacher
- Establish with the Headteacher your concerns and whether you intend partial or total withdrawal for your child/children.
- Establish with the Headteacher the practical implication of withdrawal. It is not envisaged that establishing the reason and practicalities be either lengthy or a means to change parents' minds, but it may necessitate a brief visit to school for the parents/carers.
- Parents/carers of withdrawn children will be asked to provide suitable alternative work of a religious nature for their children for the R.E. period. It will not be the responsibility of the teacher either to set or mark alternative work.
- Withdrawn children may be allocated to different classes on an independent basis in order to ensure suitable supervision. These arrangements may need to change from week to week.

### **CHRISTMAS CELEBRATIONS**

The school carefully plans for the Christmas celebrations in line with the curriculum. Parents/carers with any concerns or questions are strongly encouraged to come in to school to discuss these with the Headteacher.

### **MONITORING & REVIEW**

The RE subject leader is responsible for monitoring the standards of children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. In addition, the subject leader keeps a record of one piece of extended RE writing from each child each year to allow extended writing to be monitored.

**Previous Religious Education Policy approved October 2016**