

# **BEREWOOD PRIMARY SCHOOL**



## **Religious Education Policy**

**Summer 2017**

<b>Revised by School</b>	April 2017
<b>Responsible Person</b>	Sue Patrick (head teacher)
<b>Responsible Committee</b>	Full Governing Body
<b>Ratified by GB</b>	Thursday 22 <sup>nd</sup> June 2017
<b>Next Review</b>	Summer 2020



## **BEREWOOD PRIMARY SCHOOL**

### A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

### An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

## **RELIGIOUS EDUCATION POLICY**

### **Introduction**

R.E., a legal entitlement for every child, forms part of the basic curriculum (1988 Education Reform Act). In our school R.E. is provided according to the Agreed Syllabus for Religious Education in Hampshire Schools. Decisions about the content of the RE curriculum are also supported through the Primary Handbook, Living Difference. R.E. promotes values of truth, justice, respect for all and care of the environment, teaching children

- to value themselves and others

- the role of the family and the community in religious beliefs and activities
- to celebrate the diversity in society through understanding similarities and differences
- sustainable development of the earth.

Work must be appropriate to children coming from any religious background or none. Parents wishing to withdraw their child from R.E. will clarify the beliefs and practices they wish their child to be excluded from with the Head teacher, and work from home will be provided to be completed by the child in the classroom.

An aspect of religious worship takes place in the form of whole school assemblies four times a week and during an in class assembly once a week through a prayer, reflection or teaching.

### **Aims and objectives**

Teaching religious education as a stimulating, interesting and enjoyable subject we aim

- to provide opportunities for all pupils to learn and achieve, to develop independent and interdependent learning, and an enquiring approach where they carefully consider issues of belief and faith in religion;
- to promote spiritual, moral, social and cultural development and prepare children for opportunities, responsibilities and experiences of life, so that they learn to appreciate their own, and others', beliefs and cultures;
- to promote every child's self-worth;
- to explore the significance of the environment, locally and globally, and the role of humans and other species in it.

*Children will learn about religion*, enquiring into and investigating the nature of religion, beliefs, teaching and ways of life, sources, practices and forms of expression. They will learn the skills of interpretation, analysis and explanation. They will identify and develop an understanding of ultimate questions and ethical issues.

*Children will learn from religion*, reflecting on and responding to their own and others' experiences, developing ideas about identity and belonging, meaning, purpose and truth, values and commitment.

*Children will develop positive attitudes* to their learning and to the beliefs and values of others:

- *Self-Awareness*, enabling our children to feel confident about their own beliefs and identity and to share these without fear of embarrassment, recognising their uniqueness as human beings, and developing sensitivity to the impact of their ideas and behaviour on others;

- *Respect*, developing sensitivity to feelings and ideas of others and recognising the positive potential of diversity and difference;
- *Open-mindedness*, the ability to seek new truth through learning, to distinguish between superstition and prejudice, and conviction and faith, and to argue respectfully, reasonably and evidentially about religions, and moral and spiritual questions;
- *Appreciation and wonder*, developing imagination and curiosity, the sense of wonder at the world in which they live, and that knowledge is bounded by mystery.

## **Principles for learning and teaching**

### **EARLY YEARS AND FOUNDATION STAGE**

During the early years and foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and visiting places of worship. Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They should be encouraged to reflect upon their own feelings and experiences in talk and by sharing experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious education makes an active contribution to the Early Learning Goals but has a particularly important contribution to make to:

#### *Personal, social and emotional development*

- Children use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

#### *Communication, language and literacy*

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

#### *Knowledge and understanding of the world*

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.

- They listen to and respond to a wide range of religious and ethnic groups; using the children's families as an immediate resource for visits and talks.
- They handle artefacts with curiosity and respect.

#### *Creative development*

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

### **KEY STAGE 1 - Knowledge and understanding**

#### *Learning about religion:*

Pupils should be taught to:

- explore a range of religious stories and sacred writings, and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting both similarities and differences where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses
- identify and suggest meanings for religious symbols and begin to use a range of religious words

#### *Learning from religion:*

Pupils should be taught to:

- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.

### **KEY STAGE 1 – Breadth of study**

During the key stage, pupils should be taught the *Knowledge, skills and understanding* through the following areas of study:

### Religions and beliefs:

- Christianity
- at least one other principal religion (e.g. Judaism)

### Themes

- *believing*: what people believe about God, humanity and the natural world
- *story*: how and why some stories are sacred and important in religion
- *celebrations*: how and why celebrations are important in religion
- *symbol and artefacts*: how and why symbols express religious meaning
- *leaders and teachers*: figures who have an influence on others locally, nationally and globally in religion
- *belonging*: where and how people belong and why belonging is important
- *myself*: who I am and my uniqueness as a person in a family and community

### Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use IT to explore religions and beliefs as practised in the local and wider community.

## **KEY STAGE 2 – knowledge, understanding and skills**

### *Learning about religion:*

Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;
- identify and begin to describe the similarities and differences between religions
- investigate the significance of religion in local, national and global communities;
- make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

### *Learning from religion:*

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

## **KEY STAGE 2 – Breadth of study**

During the key stage, pupils should be taught the *Knowledge, skills and understanding* through the following areas of study:

### Religions and beliefs

- Christianity
- at least two other principal religions (e.g. Islam and Hinduism)

### Themes

- *beliefs and questions*: how people's beliefs about God, the world and others impact on their lives
- *teachings and authority*: what sacred texts and other sources say about God, the world and human life
- *worship, pilgrimage and sacred places*: where, how and why people worship, including at particular sites
- *the journey of life and death*: why some occasions are sacred to believers, and what people think about life after death
- *symbols and religious expression*: how religious and spiritual ideas are expressed
- *inspirational people*: figures from whom believers find inspiration
- *religion and the individual*: what is expected of a person in following a religion or belief
- *religion, family and community*: how religious families and communities practise their faith, and the contributions this makes to local life
- *beliefs in action in the world*: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

### Experiences and opportunities

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.

- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experiences and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights through art and design, music, dance, drama and IT
- developing the use of IT, particularly in enhancing pupils' awareness of religions and beliefs globally.

### **Monitoring and Evaluation**

This policy will be reviewed by all staff and Governors as part of the three year review cycle.