



Religious Education Policy

November 2017

Legal requirements

Cotteridge Junior and Infant School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a local agreed syllabus (in our case Birmingham Local Agreed Syllabus) Religious Education has the same status and importance as any other subject and the high standards are applied to Religious Education as to all subjects. We teach Religious Education according to the aims of The Birmingham Agreed Syllabus and it is clearly stated that the Religious Education should not attempt to alter a child's belief but to provide knowledge of their own and other's beliefs.

Safeguarding

At Cotteridge Primary school, we regard the safeguarding of children as a significant main priority. We believe that we all have the right to be happy, to be safe and to learn; we all have the responsibility to make this happen.

Time allocation

A minimum of one lesson per week of curriculum time is required for teaching Religious Education.

Aims

Our aims are that through Religious Education we will be helping children to:

1. Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
2. To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. To develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of principal religions represented in Great Britain.
4. Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and their understanding and experience.
 - Reflecting on their own beliefs, values and experiences in light of their study.
5. To develop respect for other people's right to hold different beliefs.
6. To develop a positive attitude towards living in a society of diverse religions.

Attainment

The Religious Education curriculum is taught through two attainment targets:

- 1. Attainment Target 1 – Learning about religions and beliefs**
- 2. Attainment Target 2 – Learning from religions and beliefs**

The Religious Education curriculum will provide opportunities for the children to develop the following skills:

- **Investigation**
- **Empathy**
- **Synthesis**
- **Interpretation**
- **Evaluation**
- **Application**
- **Reflection**
- **Analysis**
- **Expression**

Religious Education also helps children to develop positive attitudes towards self, others, society and the world.

Content and approach

In line with the legal requirements and The Birmingham Agreed Syllabus 50 % of the RE curriculum is based upon Christian stories, values and principles. The remaining 50% educates our children in the values and beliefs of other faiths.

Scheme of work outline (see Appendix A)

Religious Education and British values

Ideas that support the teaching of British values will regularly occur in Religious Education lesson. References to values such as rule of law, individual liberty and tolerance of those of different faiths and beliefs will be discussed. Each term one lesson, in each year group, will be planned which actively promotes the fundamental British values through a Religious Education theme.

UNICEF

This policy has been written to respect four UNICEF articles: Article 2, Article 12, Article 14 and Article 30.

Article 2 (non-discrimination)

The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. The right applies at all times, for examples during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also and also to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 30 (children from minority or indigenous groups)

Every child had the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Methodology

Within our school, Religious Education is taught by individual teachers, and should take place within the classroom. A variety of teaching methods are employed as appropriate to help stimulate children's learning. Through Religious Education, children engage in active learning through discussion either in whole classes or in groups, through role play and creativity.

Through employing a variety of teaching methods, we hope to challenge the children and to guide them in learning from and about religions.

Resources

We are continually developing our resources for Religious Education which range from DVDs, posters, CDs, CD Roms, books and a variety of artefacts suitable for all religions. These materials are aimed to support the scheme of work and to enhance the children's learning. Resources are stored with regard to beliefs and values of relevant faiths. Teachers are also encouraged to arrange visits to places of worship and visitors into school.

Assessment, recording and reporting

The Agreed Syllabus document provides guidance on assessment but there is no statutory/legal requirement to assess pupils according to set levels. It must be remembered that some of the most important objectives in religious education are beyond the reach of any formal assessment.

The assessment in Religious Education at Cotteridge School is ongoing and is carried out informally. The assessment may include: observation of children's work, questioning or pupils written and pictorial work. Children are assessed in Attainment Target 1 (learning about religions) and Attainment Target 2 (learning from religions).

An annual report on their child's progress is given to parents at the end of the school year.

Special Educational Needs

We believe all children should have access to a broad and balanced curriculum which includes Religious Education and make the greatest progress possible. We provide learning opportunities that are matched to the needs of the children. Further details are contained in the schools Special Educational Needs and Disability Policy.

Equal Opportunities

At Cotteridge School, we value the opinion, beliefs and practice of all. It is the responsibility of all teachers to ensure that all children irrespective of gender, ability, including gifted children, ethnicity and social circumstances, have access to the

curriculum and make the greatest progress possible. Religious Education provides opportunities to raise awareness and to value cultural and ethnic diversity.

Further details are included in the school's Gender Equality Policy, Race Equality Policy and Disability Equality Policy.

Race Equality Statement

Through the medium of Religious Education, we aim to explore and extend awareness of pupils living in and belonging to a multicultural society. We aim to enable pupils to develop their own sense of identity and knowledge as well as understanding and sensitivity to the needs and contributions of all citizens.

Withdrawal from Religious Education

Parents may withdraw their children from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at our school.

Appendix A

Curriculum Content

Children in reception class must have weekly RE lessons, even if they are not yet 5 years old or strictly following the schools National Curriculum planning.

Reception-

Area of Study- Marking special occasions and traditional religious stories.

Year 1

- Cultivating Identity and Belonging (Infant Baptism and Belonging Traditions.)

-Being Thankful (Harvest)

-Being Modest and Thinking of others (The boy Jesus at the Temple and The Importance of Listening)

-Expressing Joy (The Christmas Story)

-Being Fair and Just (The Wisdom of King Solomon)

-Being Accountable and Living with Integrity (The Story of Jonah and Zaccheus)

-Being Courageous and Confident (David and Goliath)

-Being Loyal and Steadfast (The Easter Story)

-Remembering Roots (Eid-UI-Fitr)

-Being Hopeful and Visionary (Eid-UI-Adha)

-Being Curious and Valuing Knowledge (Knowing God through Holy Books)

-Being Open, Honest and Truthful (the Story of Rahab and the Spies)

Year 2

- Living by Rules (Loving God is the most important rule)

-Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment

(The self control that comes from Faith)

- Being Regardful of Suffering (Jesus' response to suffering)

-Sharing and Being Generous (The Christmas Story)

-Creating Unity and Harmony (God's image-love your neighbor etc)

- Participating and Willing to Lead (The Church is the people not the building)
- Caring for other, animals and the Environment (God cares about the world and everything in it)
- Being Merciful and Forgiving (The Easter Story)
- Being Silent and Attentive to, and Cultivating a Sense of Sacred and Transcendence (Quietness in the place of worship)
- Being Reflective and Self Critical (Life changing Parable Jesus)
- Being Imaginative and Explorative (The nature of God)
- Appreciating Beauty (Appreciating God as the creator of the natural World through Psalms)

Year 3

- Sharing and Being Generous (Ramadan and Harvest)
- Caring for other, animals and the Environment (Responsibility for the environment)
- Creating Unity and Harmony (Unity expressed at Hajj)
- Participating and Willing to Lead (The Christmas Story)
- Being Fair and Just (Fairness through the story of Jacob and Esau and the Black Stone)
 - Being Accountable and Living with Integrity (Prophet's promise)
 - Remembering Roots (The feast of Passover)
 - Being Loyal and Steadfast (The Easter Story)
 - Being Open, Honest and Truthful (Naboth's Vineyard)
 - Being Silent and Attentive to, and Cultivating a Sense of Sacred and Transcendence (The small voice of God and its modern day use)
 - Being Courageous and Visionary- (Baisakhi and Gideon)
 - Being Hopeful and Visionary (Martin Luther King)

Year 4

- Expressing Joy (Diwali)
- Being Thankful (Thanking God for parents)
- Being Reflective and Self Critical (Four Noble Truths)
- Being Curious and Valuing Knowledge (Holy books)

- Being Modest and Listening to others (Amrit ceremony and Salah)
- Being Merciful and Forgiving (Joseph, orrie Ten boom and The Easter story)
- Being Regardful of Suffering (Muslim Empathy)
- Living by Rules (Torah)
- Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment (People of Faith influencing society)
- Being Imaginative and Explorative (Intelligent design theory v's the Big Bang theory)
- Appreciating Beauty (The Unique Me Project)

Year 5

- Caring for other, animals and the Environment (The principle of not harming things)
- Sharing and Being Generous(Hospitality through the story of Mary and Martha)
- Being Loyal and Steadfast (Love and Commitment-The Good Samaritan)
- Being Open, Honest and Truthful (Bible Stories)
- Being Silent and Attentive to, and Cultivating a Sense of Sacred and Transcendence (Listening with attention)
- Participating and Willing to Lead (People whose beliefs cause them to change the world)
- Being Modest and Listening to Others (The Easter Story)
- Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment (Meditation)
- Being Accountable and Living with Integrity (Understanding that Christianity is matter of love and not blind obedience)
- Being Thankful (Ways in which believers give thanks)

Year 6

- Living by Rules (Christian Morality)
- Being Fair and Just (Religious Persecution)
- Creating Unity and Harmony (The Story of Noah)
- Being Courageous and Confident (Baisakhi)
- Being Regardful of Suffering (Easter Story)

-Expressing Joy (Eid and Muslim Worship)

-Appreciating Beauty (the Lord's Prayer)

-Being Curious And Valuing Knowledge (Moses (Islam))

-Being Reflective and Self Critical (Growing to Spiritual Perfection as Christians)

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Appendix B

| | <u>Individual Liberty and Mutual respect and tolerance of those of different faiths and beliefs</u> | <u>Rule of law</u> |
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| Year 6 | | |
| <u>Autumn – Living by rules-</u> What impact do the rules of Christianity have on society? | | 10 Commandments P4C ideas- Is there any one commandment more important than another? What would a world look like without any rules or too many rules? |
| <u>Spring- Being courageous and confident-</u> Explore courage through the Sikh story of Baisakhi | P4C ideas: Quote ‘ Courage doesn’t always roar. Sometimes courage is the little voice at the end of the day that says ‘I’ll try again tomorrow’. What is courage? What animal represents courage? Then show clip of Wizard of lion- do they match? Re-visit what is courage? | |
| <u>Summer- Expressing Joy</u> How do religious traditions express their joy in worship? | P4C- Show clip of the film ‘Sister Act’ what emotion is being conveyed? Can you feel joy on your own or do you need other people’s involvement? Is this a difference between happiness and joy? Can you ever feel too much joy? | |
| Year 5 | | |
| <u>Autumn – Caring for others, animals and the environment-</u> How does God want an Buddhists to care for the World? (5 Buddhist precepts) | | 5 Buddhist Precepts P4C ideas-If animals could advise us, what would their advice be? If the environment could request us to do or stop one action, what would it be? |
| <u>Spring- Being Silent and Attentive to, a cultivating a sense for, the Sacred</u> How does Islam teach | | |

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| believers to listen and see what's important? | | |
| <u>Summer- Being Thankful</u> What different ways do believers have of saying thank you? | | |
| Year 4 | | |
| <u>Autumn – Being Reflective and Self Critical</u> How do Buddhists encourage its believers to do better? | | The four Buddhist Noble Truths P4C ideas- Do we always need belief to achieve in life? Which behaviour/ quality do you feel has the most positive impact on you and others? |
| <u>Spring- Cultivating Inclusion, Identity and Belonging</u> How do Sikhs show that they belong? How do Muslims show that they belong? | | |
| <u>Summer- Being Imaginative and Explorative</u> What can we learn from God about Creation? | | |
| Year 3 | | |
| <u>Autumn – Creating Unity and Harmony</u> What brings believers together? | | Rituals of the Islamic Hajj P4C ideas How do our beliefs shape how we feel and act? How do your beliefs impact on your behaviour? |
| <u>Spring- Being Accountable and Living with Integrity</u> What helps Christians own up to their own actions? | | |
| <u>Summer- Being Open, Honest and Truthful</u> What do religious traditions teach about honesty? | | |
| Year 2 | | |
| <u>Autumn– Living By Rules</u> What rules has God made? | | 10 Commandments P4C What would a world be like with no rules? What is the most important rule in life? |

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| <p><u>Spring-Creating Unity and Harmony</u> How are you different from and also the same as everybody else?</p> | | |
| <p><u>Summer- Being Reflective and Self Critical</u> How can Christians help people change for the better?</p> | | |
| <p>Year 1</p> | | |
| <p><u>Autumn – Being Modest and Listening to others</u> What does Islam teach us about listening?</p> | | |
| <p><u>Spring-Being Loyal and Steadfast</u> What makes a good friend?</p> | | <p>Rules of being a good day and a bad day? P4C- What is the best thing about a good friend? Name 3 different things (qualities) a good friend should have..</p> |
| <p><u>Summer- Remembering Roots</u> Which special people or events do the believers of Islam remember?</p> | | |