



# Religious Education Policy

Review Annually in March

## **Legal requirements**

Cotteridge Primary 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 2022) 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 2022 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 and specifically the nine key religions and non-religious worldviews represented in our city (Bah'a'i, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Rastafari, Sikhism, and Atheism, Humanism and Secularism).
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:
  - a. Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
  - b. Responding to such questions with reference to the teachings and practices of religions and their understanding and experience.
  - c. 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 four aspects:

1. **Learning from Experience**
2. **Learning about Religious Traditions and Non-Religious Worldviews**

3. **Learning from Faith and Non-Religious Worldviews**
4. **Learning to Discern**

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 Christianity will be the principle focus of teaching in school.

**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 videos, 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. 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 Overview

|    | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|----|--|--|---|---|--|---|
| R  | <p>Exploring the differences between the children – accepting people of different faiths</p> <p>Learning about the Hindu festival of Diwali</p>  | <p>Learning about the Christian festival of Christmas</p>  | <p>Learning about Chinese New Year</p>  | <p>Learning about the Christian festival of Easter</p> <p>Learning about the Ramadan</p>  | <p>Learning about the Islamic festival of Eid</p>  | <p>Learning about Swedish Midsummer</p>   |
| Y1 | <p>Creating Inclusion Identity and Belonging</p> <p>Naming ceremonies</p> <p>Being Thankful</p> <p>Harvest</p> <p>Thank you prayers</p> <p>Specialness of humans</p>   | <p>Being Modest and Listening to Others</p> <p>Jesus at the temple</p> <p>Suleman (Solomon) and the ant</p> <p>Our ability to listen, reason and understand</p> <p>Expressing Joy</p> <p>Christmas – Angel Gabriel and Shepherds</p>   | <p>Being Fair and Just</p> <p>The wisdom of King Solomon</p> <p>Refugees</p> <p>Quaswa the camel</p> <p>Being Accountable and Living with Integrity</p> <p>The story of Jonah</p> <p>The story of Zacchaeus</p> <p>The story of Yunus (Jonah)</p>                                   | <p>Being Courageous and Confident</p> <p>David and Goliath</p> <p>The story of Hamza</p> <p>Courageous with illness</p> <p>Being Loyal and Steadfast</p> <p>Easter and Peter as a friend</p>  | <p>Remembering Roots</p> <p>The origins of the celebration of Eid ul Fitr</p> <p>Being Hopeful and Visionary</p> <p>Hajj rituals</p>   | <p>Being Curious and Valuing Knowledge</p> <p>Sacred scripture</p> <p>Being Open, Honest and Truth</p> <p>The story of Joseph</p> <p>The story of King Mahendra’s successor</p>   |
| Y2 | <p>Living by rules</p> <p>Prayer – ritual cleansing (Wudu)</p> <p>Tying the turban</p> <p>The Torah, giving of the law, the purpose of the commands (Mitzvah)</p> <p>Jesus’ key teaching about the law</p> <p>The Golden Rule</p> <p>Shahadah and Salah</p> <p>Being Temperate, Self Disciplined and Seeking Contentment</p> | <p>Responding to suffering</p> <p>The story of Jairus’ daughter</p> <p>The work of Birmingham City Mission</p> <p>The Prophet’s use of miracles</p> <p>The work of Islamic Relief</p> <p>Sharing and Being Generous</p> <p>Christmas – the giving of presents</p> <p>Prophet Isa</p> | <p>Creating Unity and Harmony</p> <p>God as unifying Creator</p> <p>The story of the Good Samaritan</p> <p>Langar</p> <p>Hajj and wearing Ihram</p> <p>Commonalities of human beings</p> <p>Participating and Willing to Lead</p> <p>The importance of individual participation</p> | <p>Caring for Others, Animals and the Environment</p> <p>The Jajji Sahib</p> <p>The starfish on the beach story</p> <p>Being Merciful and Forgiving</p> <p>The Parable of the Prodigal Son</p> <p>The parable of the unmerciful servant</p> | <p>Being Attentive to the sacred as well as the precious</p> <p>The importance of quiet reflection</p> <p>Being Reflective and Self Critical</p> <p>The story of Zacchaeus</p> <p>The story of the speck and the plank</p> <p>Prophet Muhammad and influencing others</p> <p>The story of the man in Madinah</p> | <p>Being Imaginative and Exploratory</p> <p>The oneness of God</p> <p>God in many forms</p> <p>99 names of Allah</p> <p>Imagery to describe God</p> <p>Exploration</p> <p>Appreciating Beauty</p> <p>Praising God</p> <p>The story of Bilal and the call to prayer</p> <p>The Adhan</p> |

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|    | <p>The story of Cain and Abel</p> <p>Fasting during Lent</p> <p>Sawm- fasting during Ramadan</p>  |   |   |   |  |  |
| Y3 | <p>Sharing and Being Generous</p> <p>The story of the rich fool</p> <p>The story of Duni Chand</p> <p>Zakah</p> <p>Harvest</p> <p>Caring for Others, Animals and the Environment</p> <p>Stewardship</p> <p>5 precepts</p> <p>Ahimsa</p> | <p>Creating Unity and Harmony</p> <p>Story of the tower of Babel</p> <p>Prayer</p> <p>19 Day Feast</p> <p>Participating and Willing to Lead</p> <p>Worship</p>  | <p>Being Fair and Just</p> <p>The story of the Black Stone</p> <p>Bandi Chhor Divas</p> <p>Being Accountable and Living with Integrity</p> <p>Story of the temptation of Iblis</p> <p>Story of Adam and Eve</p> <p>A moral tale (The pudding like a night on the sea)</p> <p>Story of personal accountability</p> | <p>Remembering Roots</p> <p>Pesach, Seder meal and Shabbat</p> <p>Being Loyal and Steadfast</p> <p>The instigation of Holy Communion</p> <p>The role of Judas Iscariot</p>  | <p>Being Open, Honest and Truth</p> <p>The story of Naboth's Vineyard</p> <p>Exodus 20 and Psalm 139</p> <p>The Story of the King's three children</p> <p>Being Attentive to the sacred as well as the precious</p> <p>The story of Elijah</p> <p>Silent attentiveness</p> | <p>Being Courageous and Confident</p> <p>Baisakhi</p> <p>The story of Gideon</p> <p>The work of the Street Pastors</p> <p>Being Hopeful and Visionary</p> <p>Martin Luther King</p> <p>Altruism and practical action</p> |
| Y4 | <p>Expressing Joy</p> <p>Diwali – story and celebration</p> <p>Being Thankful</p> <p>Harvest</p> <p>Naming ceremonies</p> <p>Parents as a gift</p> <p>Sacredness of cows</p>  | <p>Being Reflective and Self Critical</p> <p>Prince Siddhartha and the Four Sights and Four Noble Truths</p> <p>Meditation</p> <p>Being Curious and Valuing Knowledge</p> <p>Prophecies concerning the birth of Jesus</p> <p>Holy Scriptures</p> <p>Belief in God</p> | <p>Being Modest and Listening to Others</p> <p>The story of the wise and foolish builders</p> <p>Historic and contemporary faith and behaviour stories</p> <p>Salah</p> <p>Creating Inclusion Identity and Belonging</p> <p>Clothes</p> <p>Pilgrimage</p>   | <p>Being Merciful and Forgiving</p> <p>The story of the Unforgiving servant</p> <p>Joseph and his brothers</p> <p>The Easter story</p> <p>Responding to suffering</p> <p>Zakah</p> <p>The Golden Rule</p> <p>The Easter story</p> | <p>Living by rules</p> <p>The Ten Commandments</p> <p>Jesus summary of the 10 Commandments</p> <p>Salah</p> <p>Being Temperate, Self-Disciplined and Seeking Contentment</p> <p>The life of a historical person in relation to their religious views</p>                   | <p>Being Imaginative and Exploratory/Appreciating Beauty</p> <p>Diversity and uniqueness of the natural world</p> <p>The Big Bang theory</p> <p>Intelligent Design Theory</p> <p>Creation Stories</p>                    |
| Y5 | <p>Caring for Others, Animals and the Environment</p> <p>Marriage ceremonies</p> <p>Sharing and Being Generous</p> <p>The story of Mary</p>   | <p>Being Loyal and Steadfast</p> <p>Charity work</p> <p>Being Hopeful and Visionary</p> <p>Advent and hope</p> <p>Hudaybiyya and peace</p>  | <p>Being Open, Honest and Truthful</p> <p>The story of the Fib</p> <p>Jesus' teachings</p> <p>Being Attentive to the sacred as well as the precious</p>   | <p>Participating and Willing to Lead</p> <p>Leadership and community involvement</p> <p>Being Modest and Listening to Others</p> <p>The story of Jesus washing disciples' feet and</p>  | <p>Being Temperate, Self-Disciplined and Seeking Contentment</p> <p>Turning the other cheek</p> <p>Jesus' reaction to injustice</p> <p>Practice of meditation</p> <p>Accepting personal responsibility</p>   | <p>Being Thankful</p> <p>By words, actions, worship and money</p> <p>Being Imaginative and Exploratory</p> <p>Expressions in art and dance</p>   |

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|    | <p>and Martha</p> <p>Early church sharing</p> <p>Langar and Sewa</p> <p>Volunteer work</p>  |  | <p>Quiet time</p> <p>The ability to reason</p>  | <p>contemporary foot washing</p> <p>The Last Supper and explanation</p> <p>Jesus' humility</p> <p>Prophet Isa's (Jesus) ascension</p> | <p>Restraining from criticism of others</p> <p>Being Accountable and Living with Integrity</p> <p>Story of Jesus and the woman</p> <p>Robert Ingersoll – making others happy</p> <p>Treating cows as sacred</p> <p>The story of Qarun</p> |  |
| Y6 | <p>Living by rules</p> <p>Links between 10 Commandments and UK law</p> <p>Traditions and The Golden Rule</p> <p>Importance of empathy, compassion, reason and respect</p> <p>Being Fair and Just</p> <p>Persecution</p> <p>The story of the woman at the well</p> <p>Jesus' teaching and example of treating others fairly</p> <p>The story of Prophet Daud (David)</p> | <p>Creating Unity and Harmony</p> <p>Value of diversity and teachings about respect</p> <p>Friday Prayers</p> <p>Creating Inclusion Identity and Belonging</p> <p>The importance of names and titles</p> | <p>Remembering Roots</p> <p>Remembrance Day</p> <p>The story of Noah</p> <p>Black Lives Matter</p> <p>Being Courageous and Confident</p> <p>Wearing the Kippah</p> <p>The work of the Street Pastors</p> <p>Baisakhi and Amrit</p> <p>The story of Angulimala</p> | <p>Responding to suffering</p> <p>Easter</p> <p>Being Merciful and Forgiving</p> <p>Easter</p> <p>Forgiveness</p>                     | <p>Expressing Joy</p> <p>Eid ul Fitr and Eid ul Adha</p> <p>Appreciating Beauty</p> <p>The Lord's Prayer</p>  | <p>Curious and Valuing Knowledge</p> <p>The importance of Knowledge</p> <p>Holy Scriptures</p> <p>Belief in God</p> <p>Being Reflective and Self Critical</p> <p>The concept of salvation</p> <p>Reincarnation and the concept of Moksha</p> |