



FERNDALE PRIMARY
SCHOOL

Religious Education Policy

Ferndale Religious Education Policy.

This policy has been drawn up in line with the Sandwell Agreed Syllabus for R E 2012 - 2017 and the school development plan.

It has been shared with teaching staff.

Contents.

The legal framework.

Aims of R. E. in Sandwell.

What are we required to teach?

Inclusion, SEN and Differentiation

Expectations and level descriptors

Sandwell RE Agreed Syllabus: The Legal Requirements

1. Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents.

The usual interpretation of this clause is that withdrawal on grounds of conscience is implied.

This requirement does not apply to nursery classes in maintained schools, but it does apply as far as is practical to pupils in special schools and PRUs

“Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998). This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.”

The Education Act (2002) Section 80 (1)(a); (2) (a) (b)

In Sandwell, in Community Schools, Trust Schools and Foundation and Voluntary Schools without religious character, Religious Education must be provided in accordance with the current Sandwell Agreed Syllabus for Religious Education 2011. RE provision is legal if the Agreed Syllabus is planned and taught. Provision is illegal if it is not.

2. What is the relationship between RE and the National Curriculum?

Religious education is a component of the legally required Basic Curriculum, to be taught alongside the National Curriculum in all maintained schools.

“The curriculum for every maintained school in England shall comprise a basic curriculum which includes:

a) provision for religious education for all registered pupils at the school (in accordance with such of the provisions of Schedule 19 to the School Standards and Framework Act 1998 (c. 31) as apply in relation to the school),

b) a curriculum for all registered pupils at the school who have attained the age of three but are not over compulsory school age (known as “the National Curriculum for England”)”

Education Act 2002, s80

3. Which schools must follow this Agreed Syllabus?

Religious education must be taught in accordance with the Sandwell Agreed Syllabus in all:

□ Community Schools and Trust Schools

□ Foundation and Voluntary controlled schools (SSFA 1998 paras 2(1) and 2(2) Schedule 19)

For Voluntary Aided schools with a religious character, the RE offered is to be determined by the governors in accordance with the trust deed. (SSFA 1998 Schedule 19.4). The required provision is:

□ according to the Trust Deed of the school; or

- according to the tenets of the religious or religious denomination (where provision is not specified in the Trust Deed); or
- according to the Sandwell Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught).

Since 1944, all schools have been required to teach RE to all pupils on roll (with the exception that parents have the right to withdraw their children from the subject). Therefore, along with English, Mathematics, Science, Information Technology and Secondary Citizenship, Religious Education is part of the Basic Curriculum.

The Primary Curriculum proposals of 2010 gave a starting point of **60 minutes per week for Key Stage 1** and **75 minutes per week for key stage 2**, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). This recommendation is further supported in “Designing the Curriculum” (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

Reception Year: A minimum of 30 hours identifiable within adult led experiences.

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.

Curriculum time for Religious Education is distinct from the time schools may spend on Collective Worship or school assembly. The times given above are for Religious Education.

There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. But, the times given above are explicitly for the clearly identifiable teaching of Religious Education. Some schools also use “RE days” or an “RE week” to focus learning: the QCDA’s examples see such special events as an addition, rather than an alternative to weekly lessons. Some schools use these structures where they are providing less than an hour a week of RE, making up time and quality through an RE Day or an RE week.

Religions and the agreed syllabus

An agreed syllabus 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 other principal

religions represented in Great Britain.” (s375 (3) Education Act 1996) The Sandwell Agreed Syllabus 2011 meets this requirement.

An agreed syllabus “must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.” [Education Act 1996 s.376 (2)] This syllabus maintains that teaching about religions and beliefs should be sufficiently fair, balanced and open. It should promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations. In Church of England VA schools, it will reflect and promote a Christian ethos and Christian values whilst allowing for the freedom of pupils to hold and express different beliefs.

An Agreed Syllabus must not require that Religious Education be provided by means of any catechism or formula which is distinctive of any particular denomination. The Sandwell Agreed Syllabus 2012 meets this requirement.

What are the Local Authority’s responsibilities?

Each Local Authority must maintain a Standing Advisory Council on Religious Education (SACRE) to advise the LA on matters connected with Religious Education to be given in accordance with the Agreed Syllabus.

In respect of Community Schools and Foundation and Voluntary Schools without a religious character, the Local Education Authority and the governing body shall exercise their functions with a view to securing, and the Head teacher shall secure, that Religious Education is given in accordance with the legal requirements.

Withdrawal from RE: who has the right of withdrawal?

There is a legal right of parental withdrawal from RE. Parents have a legal right to withdraw their child(ren) from part of or the whole of the RE curriculum provided by the school

There is a legal right for teachers to withdraw from teaching Religious Education (with certain exceptions in Voluntary Aided schools).

Schools may consider including a policy about withdrawal from RE in their prospectus, for example: “The school teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with staff to discuss the approach we take to RE. The school does not support selective withdrawals from RE lessons.”

The review of this Agreed Syllabus has been based on legal requirements, the most recent of which are:

- The Education Act 1996
- The School Standards and Framework Act 1998
- The Education Act 2002
- The Children Act 2004
- The Education and Inspections Act 2006

The review takes account of guidance issued by the Department for Education which do not have the force of law, particularly “Religious Education in English Schools: Non Statutory Guidance 2010”

What are schools required to teach?
Knowledge, Skills and Understanding

Key Areas	Learning. Pupils shall be taught to handle questions like these:	Key questions. These can be used to guide planning and teaching.	Expectations: at the end of the unit, most pupils should be able to say “yes” to most of these.	Scheme of Work units related to this area
AT1: Religious beliefs, teachings and sources linked to ~ AT2: Questions of meaning, purpose and truth	What stories matter most? To begin to know about some sacred books and some stories, including stories of leaders, and other special / holy words from the Muslims, Christians and Sikhs. Why are some people special? To begin to think about the special roles given to some people, including religious leaders, who show other people how to follow their faith.	What is your favourite story / book? Which books are special in the religions we are learning about? How do we look after and respect our special books? What do we know about religious leaders? What stories are told about Jesus, Guru Nanak and the Prophet Muhammad (PBUH)? Why are these people special? Which special people matter in different religions?	I can tell some stories from religions simply (L1). I can recognise some pictures and objects from religions (L1). I can recognise some simple religious beliefs (L1). I can talk about special books for me and for some religious people (L1). I can talk about a religious leader (L1).	Y1 / 2 How and why are some books holy? Sacred Books for Sikhs, Muslims and Christians.

<p>Religious practices and ways of life linked to ~ AT2: questions of identity, belonging and diversity</p>	<p>What happens at some religious celebrations? Celebrations that matter in Sandwell. To begin to see the importance of what happens at Christmas, Eid and Baisakhi, and to identify the places of worship of Sikhs, Muslims and Christians.</p> <p>How do Christians, Muslims or Sikhs express their beliefs in practice? What can we learn from the ways of life found in different religions, including their festivals and symbols?</p>	<p>What celebrations and festivals matter to Muslims, Sikhs and Christians? How does a community make a festival special? What makes a place special? What is special about a Gurdwara, Mosque or Church? How does this show? What special objects are used by Muslims, Sikhs and Christians? How are they used? When people worship, what do they see, taste, touch, smell, hear and feel?</p>	<p>I can recognise some religious artefacts (L1) I can say which religion is associated with a mosque, church, Gurdwara, and a cross, khanda and prayer mat (L2). I can use my senses to learn sensitively about worship (L2) I can use my senses to learn about what happens in a holy building (L2).</p>	<p>FS2 / Y1 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh) [Schools are encouraged to enable pupils to visit a place of worship in this study.]</p>
<p>AT1: Religious and spiritual communication and expression Linked to AT2: Questions of value and commitment</p>	<p>What do Christian people say about God? To learn about some ways</p>	<p>How do people talk about God? What do they say?</p>	<p>I can talk about God in some simple ways (L1) I can talk about</p>	<p>Y1 What can we learn from stories of Jesus? Y1 / 2 Beginning to learn Islam: What can</p>

	<p>religious people speak of God and to ask simple questions about God themselves, stimulated by stories of Jesus. To learn how music is used to thank and praise God in places of worship.</p> <p>What is a symbol? What symbols matter to the Muslims and Christians? To learn about symbols as the language of religion. To begin to learn about Muslims, Mosques and Prayer. To hear and learn from stories of the Prophet.</p>	<p>What did Jesus teach his followers about God? What stories of Jesus help Christians follow God? How do special clothes make us feel? What special clothes are used at a Mosque or Church? How do people from different religions use special art and decorations? How do Muslim people pray? What stories of the Prophet show Muslim people how to live?</p>	<p>worship and music, and the moods and feelings it creates (L1). I can respond sensitively to an idea about God from a story (L2). I can recognise some artefacts, and match them to the religions they come from (L2). I can recognise how a story can make a person think (L2)</p>	<p>we learn from Muslims in Sandwell?</p>
<p>AT2: Questions and answers about belonging, identity and diversity linked to AT1: Religious practices and</p>	<p>What does it mean to belong for Sikhs? To think about who belongs to whom, how we show that we belong, and „belonging“ to the world, the human race or to God: Who do</p>	<p>How do Sikhs show that they belong together? What do stories of Guru Nanak teach Sikh people? Who do I belong with, and how is this shown? What do people do for each</p>	<p>I can talk about belonging for myself and for religious people (L1). I can talk about how people share one world (L1). I can ask simple questions about belonging to a religion (L2).</p>	<p>Beginning to learn Sikhism; belonging at the Gurdwara and stories of the Guru</p>

	<p>I belong to? What does it mean to belong to one world? What is it like to belong to the Gurdwara? Do we belong to God?</p>	<p>other when they belong together? Is it true that we all belong to one world? Is it true that we all belong to each other?</p>		
<p>AT2: Questions and answers about meaning, purpose and truth AT1: religious beliefs, teachings and sources</p>	<p>Questions and meanings To learn about how we explain what things mean, especially questions that make us wonder. What stories about God are told and loved? To learn some of the stories that Muslims, Christians and Sikhs tell about God, and think about what I say about God.</p>	<p>What do some of the stories of Jesus tell us about God? What do some of the stories of the Prophet Muhammad (PBUH) tell us about God? What do some of the stories of the Gurus tell us about God? What puzzling questions would I like to find out about? What beliefs about God matter in my family?</p>	<p>I can talk about some things people say about God (L1) I can say some simple things which I think about God (L1). I can respond sensitively to stories about God and humanity from different religions (L2) I can think about puzzling religious and spiritual questions (L2)</p>	<p>Questions that puzzle us</p>
<p>AT 2: Questions and answers about beliefs, values and commitment linked to AT1: Religious and spiritual communication and expression</p>	<p>What happens in a holy building? What can we learn from visiting? To learn about what happens inside a Church, Mosque and Gurdwara, and to identify why these places are special for believers. What really matters? To</p>	<p>Why are some places special or holy? Why does it matter to say „thank you“ , and to say „please“ ? When should we say „sorry“ , „please“ or „thank you“ , and why? Why do some people give praise and thanks to God,</p>	<p>I can respond sensitively to stories about values and commitments (L2). I can say what matters to me, and give a reason (L2). I can say what matters in a Church, Mosque or Gurdwara (L2).</p>	<p>Holy places: where and how do Christians, Sikhs and Muslims worship?</p>

	learn about the ways we show what matters to us and talk about questions like „Does money matter? „ Why do families matter? Does love matter most of all? What matters most to me?“	or say sorry to God? Which people, objects and places matter most to me? What makes us feel wonder and awe?		
--	---	---	--	--

The Aims of Religious Education in Sandwell

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives.

The purpose of Religious Education is to help pupils to reflect upon the experiences and the mysteries of life and the contribution of religious and spiritual dimensions

Religious Education should enable pupils to :-

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom and particularly in Sandwell;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom, and thereby develop confidence in their own beliefs and values;
- Enhance their spiritual, moral, social and cultural development by:
 - ❖ Developing awareness of the ultimate questions of life raised by human experiences, and of how religions can relate to them;
 - ❖ Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 - ❖ Reflecting positively on their own identity, beliefs, values and experiences in the light of their study;
- Develop positive attitudes:
 - ❖ of respect towards other people who hold views and beliefs different from their own, and;
 - ❖ towards living in and contributing to an inclusive and caring community and a society of diverse religions.

Inclusion and SEN issues.

This guidance is designed to stimulate, support and promote best practice and high standards of achievement in RE for all pupils in Sandwell schools. It focuses on teaching and learning in RE among pupils with a range of special educational needs

Valuing the importance of RE for pupils with special needs

RE is part of the core curriculum and is a positive entitlement for all pupils and should be taught with the same educational purposes, validity and integrity to all.

It is necessary to ensure the broad aims of R E apply equally to all children and that as far as possible the premise of inclusive education is followed. Modification of the curriculum may be needed to meet the children's needs thus it may be appropriate for children to work outside their chronological key stage.

Differentiation in Religious Education.

Legislation provides an entitlement for all pupils to a broad and balanced curriculum. A wide range of ability and experiences exists within any group of pupils. Teachers need to be able to provide equal opportunities in learning through a flexible approach and skills which differentiate teaching and learning, matching the challenge of RE work to individual learner's needs.

Differentiation within RE involves meeting the individual needs of pupils in ways that are relevant to their life experiences. Successful differentiation is dependent on planning, teaching and learning methods and assessment. This requires:

- an understanding by teachers of the ways in which pupils learn;
 - ❖ providing imaginative learning experiences which arouse and sustain pupil's interest;
 - ❖ supporting the learning which takes place in RE by what is taught in other curriculum areas.
 - ❖ matching work to pupils' previous experience;
 - ❖ an understanding of factors which may hinder or prevent pupils learning;
 - ❖ careful analysis of the knowledge and skills which comprise a particular learning task;
 - ❖ structured teaching and learning which will help pupils to achieve and to demonstrate their learning outcomes;

Differentiation strives to help all pupils to learn together through providing a variety of tasks at any one time. Planning should provide for the range of pupil ability in the group, with differentiated activities.

Expectations

Level Description with key skill terms	Attainment target 1: Learning about religion	Attainment target 2: Learning from religion
1. Name, talk about	Pupils: use some religious words and phrases to recognise and name features of religious traditions; can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.	Pupils talk about their own experiences and feelings; what they find interesting or puzzling; what is of value and concern to themselves and to others.
2 .Retell, Respond sensitively	Pupils: use religious words and phrases to identify some features of religious traditions; begin to show awareness of similarities in religions; retell and suggest meanings for religious stories, actions and symbols; identify how religion is expressed in different ways.	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and feelings; recognise that some questions cause people to wonder and are difficult to answer; in relation to matters of right and wrong, recognise their own values and those of others. Pupils:

<p>3 .Describe Make links</p>	<p>Pupils: use a developing religious vocabulary to describe some key features of religious traditions, recognising similarities and differences; make links between beliefs and sources, including religious stories and sacred texts; begin to identify the impact religion has on believers" lives; describe some forms of religious expression.</p>	<p>identify what influences them, making links between aspects of their own and others" experiences; ask important questions about religion and beliefs, linking their own and others" responses; make links between values and commitments, and their own attitudes and behaviour.</p>
<p>4. Show understanding and apply ideas</p>	<p>Pupils: use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences; make links between aspects of religious traditions and describe some similarities and differences both within and between religious traditions; describe the impact of religion on people's lives, in terms of beliefs, values</p>	<p>Pupils: pose and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives; explain what inspires and influences them, expressing their own and other's views on the challenges of belonging to a religion.</p>

	and personal meaning; suggest meanings for a range of forms of religious expression	
5.Explain and express their views	Pupils: use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities; describe why people belong to religious traditions; know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this ; explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions	Pupils: pose and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives; explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
6 Interpret and express insight	Pupils: use religious and philosophical vocabulary to give informed accounts of religious traditions and questions of beliefs and values) explaining the reasons for diversity within and between them; explain why the	Pupils: use reasoning and example to express insights into the relationship between beliefs, teachings and world issues; evaluate their own and others' views on questions of identity and belonging, meaning,

	<p>impact of religions and beliefs upon individuals, communities and societies varies;</p> <p>interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to questions of personal meaning;</p> <p>interpret the significance of different forms of religious spiritual and moral expression.</p>	<p>purpose and truth;</p> <p>consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.</p>
<p>7.Account for evaluate critically and personally</p>	<p>Pupils:</p> <p>use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religious traditions, beliefs and values;</p> <p>analyse issues, values and questions of meaning and truth.</p> <p>account for the influence of history and culture on aspects of religious life and practice;</p> <p>explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition;</p> <p>begin to evaluate critically some of the principal methods by</p>	<p>Pupils:</p> <p>articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues;</p> <p>evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</p>

	<p>which a religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>	
<p>8. analyse contextualise and justify their views</p>	<p>Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs; contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas; critically evaluate the impact of religions and beliefs on differing communities and societies; analyse differing interpretations of religious spiritual and moral sources, using some of the principal methods by which religion spirituality and ethics are studied; interpret and evaluate varied forms of religious spiritual and moral expression</p>	<p>Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments; synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation into the perspectives of others</p>

Withdrawal from R E

There is a legal right of parental withdrawal from R E.

Parents have a legal right to withdraw their children from part of or the whole of the RE curriculum provided by the school.

Here is a legal right for teachers to withdraw from teaching R E (with exceptions in Voluntary aided schools)