

INTRODUCTION

Aims

RE provides opportunities for children to:

- Learn from and develop their ability to respond to the principal religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
- Consider questions of meaning and purpose in life.
- Learn from and about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
- Develop enquiry and response skills through the use of distinctive language, listening and empathy.
- Reflect on, and evaluate their beliefs, values and practices and communicate their responses.

Objectives

The above aims can be achieved if we:

- Foster children's feelings of awe, wonder, delight, joy and mystery; extend their natural curiosity and help them to use their imagination in order to extend their spiritual development.
- Encourage children to recognise their own value and importance as individuals; promote their social development so that they can give as well as receive, and develop their understanding that life is a series of significant stages.
- Help children to understand the religious beliefs, attitudes and activities of other people and develop and express their own beliefs and values.
- Help children to consider their personal response to moral issues, assist them in their early exploration of the meaning of life, and help them face and learn from painful experiences which they encounter such as fear, suffering and death.
- Consider some basic religious concepts and ways in which they have been expressed in sacred books, language and writings, symbols and the arts, daily living and rituals.
- Introduce children to the lives of key figures in various religions and to people who have responded to their teaching and example.
- Familiarise children with stories, which are an authentic part of religious traditions.
- Provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Please also consult other school policy on equal opportunities.

TEACHING RELIGIOUS EDUCATION

Content

The Scheme of Work (2015 revised edition) for Religious Education is adopted from the 'mainly Christian' version of Birmingham's New Agreed Syllabus 2007. RE is delivered through a range of 24 dispositions placed into clusters in which the focus is on learning from religious traditions. The model reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principle religions represented in Britain and Park Hill School. In addition, children from years 2 to 6, visit at least one place of worship each academic year.

In Foundation stage, RE is taught through a cross-curricular approach and is based upon learning outcomes taken from the Foundation Stage curriculum. For an overview of the schemes of work for other year groups, please refer to: http://www.birmingham-asc.org.uk/resource_schemes_units.php

Teaching Time

In accordance with the law, we provide RE for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus. This equates to 36 hours in KS1 and 45 hours in KS2 per year.

There is a balance of learning from and about religious traditions over the two key stages. Each class teacher will provide a regular lesson throughout the year although the length of lessons will vary. The legal responsibility of ensuring the legally required amount of RE is taking place lies with the class teacher and is monitored by the RE Leader. The recording of RE will be in RE exercise book of class discussion books. Where applicable, teachers are informed of their rights of withdrawal from delivering RE.

Links between RE and other parts of the curriculum

RE contributes to many areas within the primary curriculum and opportunities will be sought to enable children to experience a wide range of activities. These will include visits to places of worship, and visitors and members of staff speaking in assemblies about their religious beliefs and practices. The school has a separate No Platform for Extremism policy for visiting speakers. This will allow children to understand RE in real contexts.

SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenge. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil eg: they may follow an individualised programme with more challenging problems to tackle.

How do we cater for pupils with particular needs

The regular RE lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation. The right to withdraw children from collective worship and RE lessons remains with the parents.

Pupils with special educational needs and IEPs

Teachers will aim to include all pupils fully in their RE lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with and IEP in the main part of the lesson.

ICT

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the computer and interactive whiteboards. They will however only be used in RE lessons when it is the most efficient and effective way of meeting the lesson objectives.

Resources

Religious artefacts, books, DVDs and other resources are arranged by religious tradition for ease of access but some are general collections which may be relevant for work on any disposition. Some supplementary resources are included with the planning documents referred to below. Out of respect for the requirements of Islam regarding treatment of the Quran, a box containing copies of this text are stored on a tall cupboard between the staffroom and ICT suite.

Assessment

Please refer to school policy on assessment and 'Assessment for Learning'.

Planning

Lesson plans and some supplementary resources are available on the website for Birmingham New agreed Syllabus which can be found at www.faithmakesadifference.co.uk. These should be followed unless an alternative is agreed with the RE curriculum leader.

Disability Discrimination Act 2006

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. In RE we will meet this duty by:

Increasing the extent to which disabled pupils can participate in the school curriculum.

Improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the RE curriculum.

The effectiveness of our policy and practice on the educational opportunities available to and achievements of disabled pupils will be monitored by the curriculum leader.

MANAGEMENT OF RELIGIOUS EDUCATION

Role of the RE Leader

- Ensure teachers are familiar with the policy and help them to use lesson planning.
- Lead by example in the way RE is taught in own classroom and to be enthusiastic about RE.
- Purchase, organise and review RE based resources, ensuring they are readily available and maintained.
- Be aware of local and national developments through reading appropriate materials and attending courses.
- Prepare, organise and lead INSET, with the support of the Headteacher.
- Collect evidence for RE including: photographic, pupil-conferencing and samples of pupil work.
- Facilitate parental involvement.
- If necessary, observe colleagues with a view to identifying support they need.
- Discuss with the Headteacher and RE Governor the progress of implementing the policy in school.
- Contribute to the School Development Plan.
- Monitor feedback from colleagues with regard to schemes of work.