



Grove School

Policy for Religious Education

Mission statement:

“Enjoy, learn, achieve”

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Policy for Religious Education

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A The Birmingham Agreed Syllabus for Religious Education (2007)

The syllabus was created over a two year period and was adopted by the City Council. It enables teachers the opportunity to teach and pupils to learn about the key values treasured by all religious traditions

The Agreed Syllabus has two Attainment Targets. The two Attainment Targets ensure a balance between different aspects of the subject. They are:

AT1 - Learning from faith

AT2 - Learning about religious traditions

These two aspects of Religious Education are inseparable and, equally important. They must both be addressed throughout medium and short-term planning.

AT1 - Learning from faith

The curriculum should enable pupils to:

- consider reflectively and actively matters that relate to the fundamental sense, purpose and meaning of life,
- give close attention to what religious traditions treasure as inspiring, good beautiful true and sacred,
- develop religiously informed judgement,
- express and respond to shared human experiences,
- express any personal spiritual and/or religious affections,
- discern and cultivate widely recognised values and virtues,
- value and use religious insights

AT2 - Learning about religious traditions :

Pupils should be offered an holistic view of religious traditions, their beliefs, their expressions and their practical actions. Pupils should be able to develop their knowledge, dispositions, skills and relationships with others.

Pupils will learn about:

- Key religious practices, beliefs, sacred writings, persons and institutions,
- Significant religious stories, narratives, events and places,
- Considering features of the natural world,
- Exploring culturally important and widely valued religious expressions,
- Understand and properly apply religious language and concepts.

B. Entitlement/legal requirement

There is a statutory requirement laid upon schools to provide a basic curriculum. This consists of the national curriculum and the locally agreed syllabus for Religious Education.

C. The aims of Religious Education

PUPILS

To develop the whole child as a spiritual, moral, social and cultured being by:

- challenging them intellectually,
- having their feelings deepened,
- being encouraged to act responsibly,
- acquiring relevant skills.

SOCIETY

To develop a society in which pupils, teachers and school communities are:

- working in partnership with parents, faith communities and the wider society,
- being responsive to the values, freedoms and creative needs of Birmingham,
- cultivating social cohesion and solidarity

D .The Learning Context for the Foundation Stage and Key Stage 1

Pupils in their early years in school will be introduced to Religious Education by:

- starting from familiar experiences
- encountering, at their own level, aspects of religion and life through such media as:
 - listening to and reading appropriate stories with a spiritual/moral dimension,
 - listening to music, making music, using silence as an aid to reflection,
 - looking at and handling artefacts,
 - observing and, where appropriate, taking part in celebrations,
 - looking at pictures,
 - meeting people,
 - visiting places of worship,
 - using art, drama, dance and role-play,

The Learning Context for Key Stage 2

Pupils should be able to build on their experiences and encounters in Key Stage 1 by:

- exploring in a more detailed and systematic way the main theme of the areas of study, through the use of appropriate stories and other suitable media,
- learning about some of the beliefs and values of religious communities and the study of their practice in the home and places of worship,
- becoming aware of non-literal and non-verbal ways of expressing beliefs and values,
- recognising links and connections between their own experiences and the experience of others,
- use pictures, photographs and artefacts to explore religions,
- reflecting on and discussing issues about beliefs and values,

- expressing their own ideas
- visiting places of worship.

E. Lesson format

When planning the curriculum for RE teaching teams should use the Grove School Thinking Curriculum (see appendix 2)

Learning objectives could be prefaced in one of the following ways to show what type of learning is taking place.

Know about/know why ..

Knowledge: information e.g. names, labels, events

To be able to

Skills: using knowledge, using resources

To understand ...

Concepts: understand reasons, causes and effects

To be aware of ...

Attitude: empathy

Published materials, posters, photographs and artefacts should be treated with care and respect. Teaching staff should ensure that they pronounce peoples names and names of objects with care. At the end of a lesson the lesson objectives should be reflected on and pupils work assessed thoroughly using the schools policy for marking to provide pupils with feedback on what they need to do next and how to do this.

F Language Development

Much of the Religious Education taught at EYFS and Key Stage 1 is through story and role-play. Terminology associated with each topic should be evident in the classroom through display.

Children at Key Stage 2 will explore language specific to Religious Education by using religious stories, writing accounts, empathetic writing talking about artefacts and where appropriate visiting places of worship.

Specific concepts and vocabulary to be taught should be identified in short-term planning.

G The Role of the Curriculum Leader - Mrs A Patel

The Religious Education Leader will:

- be responsible to the Head teacher for all matters relating to Religious Education throughout the school,
- be responsible for supporting and advising all colleagues on matters relating to Religious Education,
- ensure the delivery of the Birmingham Agreed Syllabus 2007 throughout the Foundation Stage, Key Stage 1 and 2 by:
 - a) monitoring planning of colleagues
 - b) working alongside colleagues in the classroom where appropriate,
 - c) supporting and advising colleagues
- ensure the standards in pupil attainment are good by sampling work and providing verbal and written feedback to staff
- promote the personal and professional development of him/herself and colleagues
- manage and co-ordinate the resources needed for Religious Education
- review targets met in the school improvement plan, identify achievements and standards and write an improvement plan on an annual basis

H Assessment and Reporting

Progress in Religious Education should be assessed by referring to learning objectives and lesson outcomes when marking pupil's work. This will form the basis of guidance and support for pupils so that they know what they have done well and what they need to improve further.

Teaching staff will provide a report on each child's progress, attitude and attainment in Religious Education in end of year reports to parents.

I Equal Opportunities

All children are entitled to a broad and balanced curriculum in Religious Education.

Teaching style, resources, pace and content needs to be matched carefully to suit each child's needs.

J Special Educational Needs

Tasks should be differentiated to match a child's learning needs.

More able children should be encouraged to extend their learning and understanding and tasks set which challenge children and their higher order thinking skills.

K The contribution to the spiritual, moral and cultural development of children

Alongside all other curriculum areas, Religious Education has a role to play in contributing to spiritual, moral, social and cultural development of all pupils.

Religious Education can serve to broad every child's spiritual and moral development by:

- encouraging pupils to consider their own values and attitudes
- encouraging reflection on questions about religion and the meaning of life
- exploring their own and other people's beliefs

- encouraging pupils to consider and discuss their beliefs
- developing a sense of awe and wonder
- promoting understanding of ways that beliefs contribute to individual and group identity
- providing opportunities to view things from another persons perspective

L Withdrawal from Religious Education

Parents have the right under the 1988 Education Reform Act to withdraw their child from Religious Education. Parents must inform the Headteacher of their decision and it is the responsibility of the school to make adequate provision for their child's health and safety.

Grove School Thinking Curriculum

<p>I AM UNIQUE</p> <ul style="list-style-type: none"> • The starting point being the needs, interests and developmental stages of each child. • Finding out what interests, engages and motivates each child. <p><u>ALL ABOUT ME, MY INTERESTS, MY NEEDS</u></p>	<p>PLAYING AND EXPLORING</p> <ul style="list-style-type: none"> • Investigate and experience things, • 'Have a go' • They make links between ideas <p><u>PLAY, EXPLORE, INVESTIGATE, FIND OUT, COMPARE, NOTICE, TALK ABOUT</u></p>
<p>CREATIVE AND CRITICAL THINKING</p> <ul style="list-style-type: none"> • Creative and thinking critically • Children have and develop their own ideas, • They make links and connections and develop strategies for doing things <p><u>CHOOSE, PREDICT, JUDGE, SELECT, DECIDE, TALK ABOUT, ASSESS, PRIORITISE, CONJECTURE</u></p>	<p>ACTIVE LEARNING</p> <ul style="list-style-type: none"> • Children concentrate, keep trying if they encounter difficulties, enjoy achievements. • They explore, what would happen if..? • The look for connections, they compare and contrast. <p><u>EXPLAIN, INVESTIGATE, CATEGORISE, COMPARE, CONTRAST, EXAMINE, ANALYSE</u></p>

<p>Factual retrieval of information</p> <ul style="list-style-type: none"> • What happened? • Name the • What is.....? • Which is true or false <p><u>TELL, LIST, LOCATE, NAME</u></p>	<p>Understanding the meaning of information and interpreting facts</p> <ul style="list-style-type: none"> • Write in your own words • What was the main idea ? • What differences are there between...? • Give a definition of... <p><u>EXPLAIN, INTERPRET, OUTLINE, DISCUSS, TRANSLATE, COMPARE</u></p>
<p>Theorise, generalise, draw conclusions</p> <ul style="list-style-type: none"> • What would happen if...? • Do all....? • Can you defend your position about...? • How effective are...? • How would you have handled? <p><u>CHOOSE, PREDICT, JUDGE, SELECT, DECIDE, JUSTIFY, VERIFY, ARGUE, ASSESS, PRIORITISE, CONJECTURE</u></p>	<p>Reconceptualise</p> <ul style="list-style-type: none"> • Could this have happened in...? • What factors would you change if...? • What questions would you ask of...? <p><u>EXPLAIN, SEPARATE, IDENTIFY</u></p> <p>Look for patterns</p> <ul style="list-style-type: none"> • Can you distinguish between...? • What are some of the motives behind...? • Why did....changes occur? <p><u>INVESTIGATE, CATEGORISE, COMPARE, CONTRAST, EXAMINE, ANALYSE</u></p>

