



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

Religious education at Grove

At Grove the Religious Education curriculum aims to develop the whole child as a cultural, moral, and spiritual being by:

- Challenging them intellectually through questioning and debate.
- Allowing children to explore and deepen their own feelings and values.
- Encouraging children to act as responsible citizens of Grove, the community and the wider world.
- To cultivate social cohesion and solidarity by caring for others and respecting their individual values, beliefs and freedoms.

In order to achieve these goals, children will work towards two attainment targets:

1. **Learning from faith**
2. **Learning about religious traditions**

The attainment targets will allow children to develop **dispositions** using and deploying the resources found within Christianity and the traditions of other religions (Hinduism, Islam, Sikhism, Buddhism and Judaism).

Key Stage One

Development of pupils and society: Knowledge and understanding, affections, motivations, skills and application of learning.

Attainment Target One

Learning from faith

The dispositions of pupils will be developed using a treasury of faith. Drawing on the expressions, beliefs and practical actions of religious traditions and by having regard to key questions pupils at this key stage should grow intellectually, effectively/emotionally and practically by being enabled to:

- Consider reflectively matters that are of real and immediate concern to them and others, and to discuss these personal concerns.
- Give attention to what is precious to them and to others in their home and school environment.

- Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.
- Consider and express those spontaneous feelings, which are related to, or may lead to, worship (and various other spiritual exercises,) and to expressions of wonder, praise, thanks, concern, joy and sadness.
- Develop dispositions that demonstrate their awareness of spiritual, moral, and aesthetic values.
- Using religious stories and teachings to learn how to share with others.
- Appreciate the mutual dependence between young people and their family and /or carers.
- Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.

Attainment Target Two

Learning about religious traditions

Pupils should be offered a holistic view of religious traditions, their beliefs, their expressions and their practical actions thus pupils should be helped to develop their knowledge, their affections, their dispositions, their abilities/skills and relationships with others in society by using key questions and:

- Listening to and thinking about a range of religious stories and concepts and discussing what they might mean.
- Considering their reactions and the reactions of others to the awesome complexity and beauty of the natural world.
- Begin to identify religious ideas and emotions expressed in and through the arts (e.g. in music, painting and dance).
- Identifying and thinking about the main features of some of the prominent religious celebrations, rituals and forms of worship, including the use of silence.
- Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.
- Learning how religious hopes and commitments practically affect personal and community life.
- Considering what people from all parts of the world share.
- Consider how animals may depend upon what humans do.

Key Stage Two

Development of pupils and society: Knowledge and understanding, affections, motivations, skills and application of learning.

Attainment Target One

Learning from faith

The dispositions of pupils will be developed using a treasury of faith. Drawing on the expressions, beliefs and practical actions of religious traditions and by having regard to key questions pupils at this key stage should grow intellectually, effectively/emotionally and practically by being enabled to:

- Consider reflectively matters of deep concern, and discuss their source and nature.
- Attend to what many religious adherents treasure and consider to be inspiring and begin to develop their own sense of what it is worth living by and for.
- Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.
- Consider and develop artistic capacities to convey those affections and emotions, which may lead to worship and prayer and to/or expressions of wonder, praise, thanksgiving, concern, joy and sadness.
- Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.
- Acquire some basic interpretive skills from reading and listening to religious stories and teachings.
- Understand their reliance and dependence on various social institutions (family, community groups and organisations) together with a sense of importance of contributing to them.
- Using religious exemplars to inspire collaboration and to resolve differences.

Attainment Target Two

Learning about religious traditions

Pupils should be offered a holistic view of religious traditions, their beliefs, their expressions and their practical actions thus pupils should be helped to develop their knowledge, their affections, their dispositions, their abilities/skills and relationships with others in society by using key questions and:

- Considering and using a range of narratives and ideas, considering the significance of key events from the religious past and learning to appreciate the inspiration, origin and development and character of the Bible and other key religious texts.
- Beginning to discuss the religious thoughts about and attitudes to the natural world and its scientific study.
- Begin to think about and explore the religious ideas and emotions expressed in and through the arts.
- Developing an awareness of the religious calendars, especially the Christian calendar on social and cultural life and with this a sense for the way religious life is practised with the celebration of various religious festivals and the reasons for them, its rituals and forms of worship including the use of silence.
- Understanding key religious symbols, appreciating their significance and meaning and developing key religious concepts and vocabulary.
- Learning why various religious organisations have been created and how they attempt to meet the needs of community life.
- Considering religious teachings about human beings and the implications of a common humanity.

Dispositions

- Throughout Key Stages one and two, teachers will continue to develop the spiritual and moral dispositions of pupils. Teachers will cover all the dispositions during Years 1 and 2, Years 3 and 4 and again at a deeper level during Year 5 and 6.
- A disposition is a prevailing quality of character marked by an inclination or will to act in a particular way or by a tendency to a certain kind of action.
- In the course of the study, pupils will be seeking to cultivate their spiritual and moral dispositions, which should not be isolated from religious understanding. It is believed that through an active engagement with religious material and resources, employing key questions and the use of imaginative empathy, exemplars and experimental modelling (as well as other means) the dispositions will emerge and grow.

24 Dispositions

Developing creativity (How should we imagine and express what matters?)	<ul style="list-style-type: none"> ■ Being Imaginative and Explorative ■ Appreciating Beauty ■ Expressing Joy ■ Being Thankful
Developing compassion (How and why should we care?)	<ul style="list-style-type: none"> ■ Caring for Others, Animals and the Environment ■ Sharing and Being Generous ■ Being Regardful of Suffering ■ Being Merciful and Forgiving
Developing choice (What should we stand for?)	<ul style="list-style-type: none"> ■ Being Fair and Just ■ Living by Rules ■ Being Accountable and Living with Integrity ■ Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment
Developing community (How and where should we contribute and relate to others?)	<ul style="list-style-type: none"> ■ Being Modest and Listening to Others ■ Cultivating Inclusion, Identity and Belonging ■ Creating Unity and Harmony ■ Participating and Willing to Lead
Developing commitment (What ventures should we undertake?)	<ul style="list-style-type: none"> ■ Remembering Roots ■ Being Loyal and Steadfast ■ Being Hopeful and Visionary ■ Being Courageous and Confident
Developing contemplation (How do we come to understand what matters?)	<ul style="list-style-type: none"> ■ Being Curious and Valuing Knowledge ■ Being Open, Honest and Truthful ■ Being Reflective and Self-Critical ■ Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence

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.

The statutory requirement entitles all pupils in Birmingham, irrespective of social background, culture, race, religion, gender, or differences in ability or disabilities, to a programme of teaching and learning in religious education. This will be in accordance to the agreed syllabus set out below. The agreed syllabus is designed to conform to the legislation which states that:

1. Any agreed syllabus of religious education shall reflect the fact that the religious traditions in Great Britain are in the main Christian.
2. Should take account of the teaching and practices of other principle religions represented in Great Britain.

When planning projects, teachers should take into account the religious backgrounds of all the children represented in the class where possible.

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 people's 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 school's 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 Head teacher 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..? • They 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>

