

# Glenmead Primary School

## Policy for Religious Education



Date policy last reviewed: \_\_\_\_\_

Signed by:

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Headteacher

Date: 22.11.23

M. O'Leary

Chair of governors

Date: 22.11.23

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## **Statement of intent**

### **INTENT**

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions and develop sound understanding of the numerous religious and non-religious worldviews, traditions, beliefs and practices that are followed in our multi-cultural society. We intend to provide a curriculum that is inclusive for all children enabling each individual to be respected and understood.

Our curriculum will:

Promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning.

Equip children for their futures in a rapidly changing world recognising the importance of dialogue and understanding between different groups.

Value, celebrate and build on children's religious and cultural heritage.

Promote mutual respect and tolerance of those with different faiths and beliefs.

Help children develop an understanding of the different faiths and none; participate in the celebration of different religious events in understanding and accepting differences.

Ensure an understanding of the protected characteristics of the Equality Act and how, through diversity, they can be celebrated.






Develop compassion for others.

### **IMPLEMENTATION**

At Glenmead Primary School, we follow the Birmingham Agreed Syllabus 2022 for Religious Education. We also offer all of our pupils the opportunity to visit different places of worship thus enhancing their understanding of the different religious practices in our community. We intend to provide our pupils with opportunities for them to learn from both religions and different non-religious worldviews in local, national and global contexts and to discover, explore, and consider different answers to our enquiry questions. This encourages them to develop their own ideas, values and identities. Our pupils are encouraged to develop an aptitude for dialogue so that they can become active participants in our society and develop the ability to make reasoned and informed choices about religious and moral issues and this allows them to foster their spiritual, moral, social and cultural awareness. This approach promotes respect and open-mindedness towards others with differing faiths and beliefs as well as towards non-religious worldviews and leads pupils to establish a sense of identity and belonging through self-awareness and reflection. We want our pupils to know how religious education promotes discernment and enables them to combat prejudice, thus preparing them for adult life, employment and life-long learning.

All pupils at Glenmead Primary School have the opportunity to visit the following places of worship during their time at Glenmead. All visits are planned carefully and support the learning of the Birmingham Agreed Syllabus.

Educational Visits to Places of Worship.

	<p>Dhamma Talaka Peace Pagoda 29/31 Osler St, Birmingham B16 9EU</p>
	<p>St John's church Darnley Rd, Ladywood, Birmingham B16 8TF</p>
	<p>Progressive Synagogue 1 Roseland Way, Birmingham B15 1HD</p>
	<p><b>IPCI</b> First Floor , The Rex Centre , 432 Coventry Road , Birmingham B10 0UG</p>
	<p>Singh Sabha Gurdwara 400 Aldridge Rd, Birmingham B44 8BH</p>



St Matthew's Church

Aldridge Rd,

Birdbrook Rd,

Birmingham

B44 8RA

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

## 2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an audit of all related resources.
- Managing and maintaining writing resources.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Reviewing and updating long-term and medium-term lesson plans as and when required, and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the Birmingham Agreed Syllabus.

Planning lessons effectively, ensuring a range of teaching methods are used.

Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### **3. EYFS**

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

All children will encounter religions and non-religious world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning must have regard to the most up-to-date version of the DfE's [EYFS framework](#).

### **4. Curriculum**

Glenmead Primary School adheres to the Birmingham Agreed Syllabus. This is a character-driven approach, which is built around 24 dispositions. The dimensions of learning and the acquisition of religious knowledge and knowledge of non-religious views are also built into the syllabus.

#### **Dimensions of learning:**

Learning from Experience: A powerful and universal foundation from which to move on to explore the other dimensions of the disposition.

Learning from Religious Traditions and Non-Religious worldviews: To acquire knowledge of religions and non-religious worldviews enabling an understanding of their own faith or established view and those of others.

Learning from Faith and Non-Religious worldviews: Exploring the disposition in age-appropriate ways. Pupils will be supported as they reflect on their own practice in the light of their experiences so that they can learn to live well.

Learning to Discern: Pupils will be given the opportunity to reflect on the negative and positive portrayal of religious traditions and non-religious worldviews. They will grow in their ability to discern how and why different views vary.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes. It is an inclusive curriculum, which is designed for all children in our community enabling everyone to feel valued, respected and understood.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

## **5. Teaching and learning**

The RE curriculum is delivered regularly at clearly identified times on the timetable. The Birmingham Agreed Syllabus is a spiral-designed curriculum whereby the dispositions are revisited in increasing depth throughout their primary school education.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling

- Teacher-led activities
- Pupil initiated activities
- Debating
- Performances

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

## **6. Planning**

Planning for RE will be centred on the long term plans from the Birmingham Agreed Syllabus.

Class Teachers' planning will be centred around enquiry questions. Planning will be in the form of power points. There will be 'recall' activities in each lesson to revise previous concepts taught.

## **7. Assessment and reporting,**

Assessment, as recommended by SACRE- Standing Advisory Council on Religious Education, is centred on group discussion and sharing of experiences which promote a more active and creative style of learning.

At Glenmead Primary School, pupils in Early Years and Key Stage One contribute to a Floor Book with their individual reflections and comments. These capture the learning experiences of the pupils. Evidence is collated over time.

Pupils in Key Stage Two have a more personal approach-using RE books that are passed on each year and therefore capture the learning journey throughout Key Stage Two. The pupils

## **8. Equal opportunities**

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **9. Monitoring and review**

This policy will be monitored and reviewed on an annual basis by the subject leader and curriculum lead.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the Birmingham Agreed Syllabus.

Any changes to this policy will be communicated to all teaching staff.

