

ST BENEDICT'S PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

"Enjoying our rights and fulfilling our dreams"

We believe that by understanding their own rights, children learn to respect and value the rights of others.

We aim for our children to be:

- Ambitious- To have a strong desire to achieve
- Resilient- To have the ability to withstand and bounce back from difficult life events
- Respectful- To behave in a way that shows you care about your own rights and the rights of others, the local and global community and environment.

The following articles underline our Aims;

Article 3

"The best interests of the child must be a top priority in all our actions."

Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

RATIONALE

Religious Education at St Benedict's Primary School is a celebration of the diversity of our children that permeate the life of the school.

Religious Education is part of the basic curriculum and as such it is the entitlement of all children of any faith and none. R.E. at our school is taught in accordance with the Birmingham Agreed Syllabus 2022. This conforms to national legislation which states that an agreed syllabus should:

...reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions represented in Great Britain. (Education Reform Act 1988)

AIMS

At St Benedict's Primary School, RE promotes pupils' spiritual, moral, social and cultural development. Children learn **about and from religious and non-religious worldviews**, they learn **from experience** and they **learn to discern (critically evaluate)**.

We strive to enable pupils to:

- Develop pupils' spiritual, social, moral, cultural, mental and physical well-being.
- Reflect on their experiences, beliefs and values.
- Develop the ability to make reasoned and informed judgements about religious and moral life.
- Develop positive attitudes towards other people, respecting their rights to hold beliefs different from their own, and to enable them to live in a world with many diverse religions or non-religious worldviews.
- Develop knowledge and understanding of the faiths, practices and values of the religious and non-religious traditions found in Birmingham and elsewhere, and their influence on individuals, families, communities, and society.
- Experience the significance of religion for our community, through a range of activities including meeting people, sharing experiences, listening to stories and music and appreciating art forms.
- Experience and understand a range of approaches to life.
- Develop the skills of living in a world where people are respected and valued.

Equal Opportunities / Inclusion

At St Benedict's Primary School, we teach religious education to all children, whatever their ability and individual needs – article 14 and 23.

Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Time Allocation

It is recommended that in KS1 and 2 Religious Education be taught for 36 hours per year. Each class in Key Stage One and Two is taught RE for at least 40 minutes on a weekly basis.

Implementation

St Benedict's Primary School follows The Birmingham Agreed Syllabus for Religious Education 2022 and uses the primary schemes of work as recommended by the Birmingham Agreed Syllabus website. The schemes of work cover the curriculum aims and are guided by encouraging 24 dispositions, values or facets of character. Taken together, the dispositions constitute a person's spiritual and moral character.

Teaching methods are stimulating and engaging, providing all pupils with access to religious education. Consideration is paid to different learning styles and the differing abilities of pupils so that all pupils make progress in their learning. In Key stage 1 and 2 children engage in lessons with a strong focus on speaking and listening, prompting skills such as discussion, conversation, teamwork and collaborative thought. Children learn through role play, stories, video clips, artwork and creative writing. Children are introduced to a range of artefacts, religious stories and photographs to enhance their learning.

Teaching and Learning in the Early Years Foundation Stage

Within the Early Years Foundation Stage, festivals and different religious and non-religious world views are explored through the areas of Understanding of the world and PSED. The children experience festivals, celebrations and cultures in a cross-curricular approach through music, drama, artwork, design technology, circle time, stories, books and exploring artefacts.

Teaching and Learning in Religious Education in Key Stage One and Two.

As set out in the Agreed Syllabus for Birmingham (2022) we teach six clusters across Key Stage One and Two. These are split further into dispositions which during Key Stage One and Two all children will learn and participate in the teaching of all 24 dispositions. During pupils’ first few years in school, they are progressively introduced to the dispositions. Subsequently, they re-visit all 24 with increasing depth, enabling a growing sophistication of spiritual and moral character, disposition by disposition, and a growing knowledge of religious traditions and non-religious worldviews. Each time a disposition is encountered, the traditions of one faith or a number of faiths and non-religious worldviews are used to resource the learning.

The clusters are set out as follows:

<p><u>Creativity</u> *Being imaginative and Explorative *Appreciating Beauty *Expressing Joy *Being Thankful</p>	<p><u>Compassion</u> *Caring for Others, animals and the Environment *Sharing and Being Generous *Responding to suffering *Being merciful and forgiving *Being fair and just</p>
<p><u>Choice</u> *Living by rules *Being accountable and living with integrity * Being temperate, self-disciplined and seeking contentment</p>	<p><u>Community</u> *Being modest and listening to others *Cultivating inclusion, identify and belonging *Creating Unity and Harmony *Participating and willing to lead</p>
<p><u>Commitment</u> *Remembering roots *Being loyal and steadfast *Being hopeful and visionary *Being courageous and confident</p>	<p><u>Contemplation</u> *Being curious and Valuing knowledge *Being open, honest and truthful *Being reflective and self-critical * Being attentive to the sacred, as well as the precious</p>

Teaching Festivals

To allow the children to access a holistic view and appreciation of different religions own we have chosen to teach on a separate plan to the Agreed Syllabus, the main festivals celebrated by the 6 Key religions. The festivals are –

- Christmas
- Easter
- Eid
- Harvest
- Diwali
- Chinese New Year
- Holi
- Vaisakhi

We feel at St Benedict's Primary school that these religions reflect the majority of our pupils and the community which they live.

Resources

Each religion has a collection of resources, which are mentioned in the scheme of work, located in the cupboards of resources.

Assessment

Currently there is no statutory assessment for the Birmingham agreed Syllabus within Key Stage One and Two. However, class teachers record progress in Learning Journals (EYFS) class RE portfolios (Key Stage 1) or individual work books (Key stage 2) and the RE coordinator monitors progress through planning trawls, pupil and teacher voice and lesson observations.

RE lessons begin with a question, which is used as a starting point for the lesson and revisited at the end of the lesson to review learning and assess progress.

Review

This policy will be reviewed yearly.

Claire Wilson

RE Coordinator – September 2023