

George Fentham Endowed School

Policy for Religious Education (November 2019)

The teaching of RE at George Fentham:

The 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.”

George Fentham Endowed School is a Church of England Voluntary Aided School by usage, therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher have decided, following advice from the Diocese, to adopt the Locally Agreed Syllabus and supplement this with material from the Diocese and elsewhere.

Aims for the teaching of RE:

At George Fentham Endowed School we aim that Religious Education will:

- **Provoke challenging questions** about the meaning and purpose of life, moral choices, and the spiritual dimensions of life and death. It will therefore develop pupils’ knowledge and understanding of principal religions, other religions and worldviews.
- **Enable each child to investigate** their own religious belief system (or none) and those of others. They will therefore learn to express personal views and develop an understanding of the impact these may have on others.
- **Build a sense of identity and belonging** as an individual, within their communities and as part of humankind.
- **Challenge prejudice**, including that based on religious background, race, culture or gender and to show respect to all.
- **Develop understanding of moral virtues** such as truthfulness, honesty, empathy, generosity and compassion and explore how they can positively contribute to living within the local and global community.

Outcomes of the teaching of RE:

At the end of their primary education in church schools pupils should be able to:

- Talk about ideas about God and discuss deep questions that face human beings
- State important aspects of Christian belief, and explain why they are important for Christians
- Appreciate the importance of the person of Jesus Christ for Christians
- Develop the skills to explore Bible text and to apply it to life
- Provide examples of Christian practice from different denominations and different nations
- Begin to make a thoughtful response to Christianity
- Recognise the significance of faith in God as a way of living, and make links between faith and faithful living
- Respect the faith of others, and value the journey of faith
- Notice areas of similarities between faiths
- Enrich and expand their understanding of truth
- Speak comfortably about their understandings of faith and life choices

(Statement of Entitlement 2011)

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The distinctive contribution RE makes to the life of the school:

As a church school we are called to find ways to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. In Birmingham Diocese, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths particularly those represented in the school community and local neighbourhood.

Pupils will:

- Develop a knowledge and understanding of Christianity; to learn about and learn from Christian faith and life.
- Develop a knowledge and understanding of the other religions and world views found in the United Kingdom and Solihull and their associated ways of living.
- Appreciate the way in which religious beliefs can shape personal and social life and contribute to personal morality and social responsibility.
- Appreciate the distinctive nature of religion within human experience.
- Develop and articulate their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.

Spiritual, moral, social and cultural development:

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

Personal development and well-being:

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Diversity and Equality:

RE provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in all its forms. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

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Approaches to teaching RE at George Fentham:

High quality learning experiences in RE are designed and provided by careful planning using the locally agreed syllabus, and seeking diocesan advice, taking into account the need to offer breadth of content. In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection and any others. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. We use a variety of approaches of helping pupils to appreciate, and to begin to develop critical thinking about, religious life and teachings, including enquiry based and philosophical approaches.

Religious Education at George Fentham Endowed School is taught in the following way:

We use as a basis for our planning the current and previous Solihull Agreed Syllabus for RE (following the statutory elements of the new Agreed Syllabus for units of work on Agape and Easter).

How RE is organised:

RE is mainly taught as a discrete subject, but in some cases is also taught as part of a cross-curricular topic e.g. Year 6 studying Hinduism as part of a cross-curricular topic on India. RE curriculum allocation is at least 5% of the whole curriculum time (1 hour per week). Sometimes, topics are blocked to give immersion in a particular topic and sometimes RE is taught weekly.

In accordance with the structure of the locally agreed syllabus, all children study Christianity as well as other world faiths. EYFS/KS1 children have some themed topics encompassing specific areas of other faiths, whilst all KS2 classes study a world faith.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Why do people celebrate? What does Jesus say about helping others?		Where do people go to find God? Who helps us learn about God? What happens in a Church? Easter		What did Jesus teach us? How should we treat animals?	
Reception	Why do people celebrate? What is special about holy books?		How do people communicate with God? What do people use to help them live good lives? Why to people celebrate? Easter		What can we learn from Jesus' stories? What does the Bible teach us about God? Important journeys	
Year 1	What does it mean to belong?	Why do Christians celebrate Christmas?	What is the Holy Bible?	What happened when Jesus went to Jerusalem?	Who was Moses?	How and why do People Pray?
Year 2	What do Jews believe about God?	What is meant by 'Giving'?	Why are 'The Symbols of Heaven' so significant to Muslims?	What is an Icon?	What does it mean to worship?	What impact does The Bible have beyond the gospels?

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What makes words precious?	What is God's plan for the world?	How does the Jewish faith influence the way people behave?	Why is Easter so important for Christians?	Why do we need faith?	Where is your important place?
Year 4	What impact does Faith have on how we grow up?	How can we fulfill our duty to love one another?	What impact does the sacred Arabic word of the Qur'an have upon followers of Islam?	What does the parable of The Lost Sheep tell us about Christian love?	How does the Jesus Message influence the world?	How can water be seen as a symbol of change?
Year 5	How might faith influence people's behaviour?	What makes an Angel?	What do Sikhs believe in?	Why is Easter so important for Christians?	How can faith help us learn about ourselves?	What do Christians Believe?
Year 6	What do we mean by the term human rights?	What does "Christian love" require of a person?	What do Hindus Believe?	How do we remember those we have loved?	What can the Bible teach us?	How can one person make a difference in the world?

Assessment and Recording of RE:

Children in KS1 and KS2 have a dedicated RE book. EYFS keep an RE portfolio of work, including whole class and individual work.

Work is marked in line with our School Marking Policy.

RE is assessed half-termly using SMZ sheets matched to the main Learning Objectives and linked to the skills of: Knowledge, Understanding and Reflection.

Arrangements for monitoring standards of teaching and learning in RE and how RE contributes to School Self Evaluation:

The Subject Lead will monitor RE within the school through a combination of lesson observations (Learning Walk), analysis of planning, book scrutiny and discussions with staff and children.

The Subject Lead contributes to both yearly in-school SSE and towards the Church School Self-Evaluation process.

Responsibilities for RE within the school (Head teachers and Governors):

As well as fulfilling their legal obligations, the governing body and Head Teacher should also ensure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum.
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD.

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- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its contribution to an ethos of mutual respect.
- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations regarding RE and pupils can make good progress.
- Where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

The right of withdrawal from RE:

Parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE. We would ask any parent considering this to contact the Head Teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at George Fentham Endowed School.

Agreed by Governors (Standards & Curriculum) Autumn 2019

Date of policy review: Autumn 2021