

POLICY STATEMENT FOR RELIGIOUS EDUCATION

PHILOSOPHY

The philosophy at Broomwood School is to enable pupils to develop a clearer understanding of their own values and beliefs while respecting those of others in line with Trafford Education Authority's agreed syllabus of 1999. We also believe that religious education should make a significant contribution to the school's ethos through the encouragement of positive caring attitudes between: staff, staff and pupils, staff and parents, school and visitors, the school and the community, the school and external agencies, the school and students and its ex-pupils. Pupils are encouraged to adopt a positive approach to good behaviour. A sense of belonging and self-esteem amongst pupils is also promoted.

RELIGIOUS EDUCATION IN BROOMWOOD SCHOOL

Although religious education is not part of the National Curriculum, it must have equal standing in relation to the core and foundation subjects in order to promote the development of the whole child. The school recognises that the religious traditions within Trafford are mainly Christian, yet we take account of the teaching and practices of other religions represented in society

Learning about and from religion enriches and extends the understanding of pupils about the world in which they live. Religion is an aspect of life which has reality for the majority of people in the world today, in the past and in all cultures. All pupils should have the opportunity to explore the nature of religion in such a way that their views are based on sound knowledge and thoughtful reflection.

Through religious education pupils will be encouraged to:

- Develop a sensitive and critical interest in the spiritual dimension of life
- Investigate religious traditions, beliefs and practices
- Reflect upon experiences and mysteries of life
- Recognise the significance of awe and wonder in religious belief
- Engage in their own search of meaning
- Develop an awareness of their own identity and worth
- Appreciate their own cultural identity and worth
- Be aware of what it is to have religious commitment
- Understand the importance and influence of religion on societies and cultures
- Develop insight into and respect for the beliefs of others
- Observe, explore and discover from first hand experience and from a variety of sources
- Express their own responses imaginatively and in a variety of ways

COLLECTIVE WORSHIP

A Collective Act of Worship is carried out daily in school and this is mainly of a Christian nature. This Act aims to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs. Pupils are encouraged to develop a sense of community spirit and a common ethos. Shared values are promoted and positive attitudes are reinforced. The importance of this philosophy is emphasised to help each pupil understand the need for orderly life in school and in the wider community.

During the daily Act of Worship children have an opportunity to praise and celebrate through song and music. They also have the chance to pray or reflect on what has been discussed or talked about. Visiting religious leaders from the local community are welcome and often take part in school assemblies.

A separate policy for Collective Worship is available.

ASSEMBLY

It is the policy of the school to encourage pupils to participate in assemblies and to share the excellent work which they do in school. Good Work and Golden Book Assemblies are held weekly, where pupils' work is shared and celebrated. These assemblies are led by Year 6 pupils. In addition each class teacher leads an assembly once per half-term.

Broomwood School respects parents' right to withdraw their children from School Assemblies, the Collective Act of Worship and from RE lessons.

RELIGIOUS EDUCATION AND SEN

All children should be presented with the opportunity to experience success and enjoyment in RE, regardless of race, ethnicity, gender, ability or disability. We are aware that within our school community there may be differences in race and culture, and care is taken not to offend those who are not of the Christian Faith.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils, staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

PLANNING

The RE content is clearly identified through teacher planning. The medium term planning identifies broad coverage and general learning objectives. The weekly planning focuses on more detailed planning and includes:

Planning is taken from Trafford's 2005 syllabus and identifies the following:

- ❑ All children from FS to Y6 will study Christianity in the Autumn Term.
- ❑ Throughout the spring and summer terms a variety of religions are taught through topics.

ORGANISATION/TEACHING AND LEARNING STYLES

It is important in our school that all teachers, whatever their personal belief or standpoint, feel secure and comfortable in teaching religious education. Teaching methods are likely to include story telling, visits to places of worship, discussion and debate and the use of artefacts. Pupils will need to be helped to handle and understand religious language, symbolism and meaning. Where possible, pupils will be able to learn from direct experience of different religious places, leaders and practitioners. Opportunities for pupils to talk, listen, read and write are provided, and teachers will, where possible, create opportunities for pupils to reflect and consider their personal responses and feeling.

ASSESSMENT, RECORDING AND REPORTING

The current Agreed Syllabus has no criteria against which to assess pupils. The school will implement the procedures outlined in the new Agreed Syllabus when they are made available.

CONTINUITY AND PROGRESSION

Progression in skills, concepts, knowledge and attitudes is identified in the Agreed Syllabus and pupils will be given increasingly challenging tasks as they progress. Teachers' plans, which show the topics covered by the class, will be passed on from teacher to teacher to enable progression to be identified and monitored.

RESOURCES

The RE Co-ordinator has copied resource material so that a bank of information is held centrally so that this may be available to all staff.

All teachers are asked in the Summer Term to review the resources used and suggest additions or improvements.

REVIEW OF POLICY

This policy will be reviewed and revised in line with the developments in the locally Agreed Syllabus and the priorities identified in the School Development Plan.

October 1995

B White

Revised January 2008

Revised September 2008

L Gray

Reviewed September 2009

M Stephani

Approved by Governing Body _____

Date _____

NEW SCHEME OF WORK – RE

	Autumn	Spring	Summer
<u>Year 1</u>	<p><u>Christianity – the Bible</u> A special book for Christians. Some Bible Stories of God’s actions</p> <p><u>Festivals – Hinduism</u> Diwali</p>	<p><u>Festivals – Islam</u> Ramadan, Id-ul-fitr</p> <p><u>Hinduism</u> Raksha Bandhan</p>	<p><u>Christianity</u> Stories about Jesus. Teaching of Jesus. Explain how people should behave.</p> <p><u>Festivals – Sikhism</u> Guru Nanak’s birthday, Baisakhi</p>
<u>Year 2</u>	<p><u>Christianity</u> Stories about Jesus’ birth</p> <p><u>Judaism – Festivals</u> Hanukkah, Purim, Shabbat</p>	<p><u>Festivals – Judaism</u> Passover</p> <p><u>Buddhism</u> Wesak</p> <p><u>Christianity</u> The last week of Jesus’ life</p>	<p><u>Christianity</u> How Christians use the Bible – in Church, home</p> <p><u>Church</u> Visiting a Church, learning about worship, people who go to Church</p>
<u>Year 3</u>	<p><u>Christianity – Bible</u> What the Bible includes</p> <p><u>The Christian Year</u> Observe a range of Christmas cards.</p>	<p><u>Islam</u> Muslim’s belief in God.</p> <p><u>The Christian Year</u> Palm Sunday, Easter Sunday</p>	<p><u>Christianity – Church</u> Worship</p> <p><u>Hinduism</u> Growing up as a Hindu</p>
<u>Year 4</u>	<p><u>Christianity – Bible</u> Uses of the Bible A and B</p> <p><u>The Christian Year</u> Christmas – different traditions</p>	<p><u>Islam</u> Mosque and Mosques in Britain</p> <p><u>The Christian Year</u> Easter – different traditions</p>	<p><u>Judaism</u> Growing up as a Jew</p> <p><u>Christianity – Church</u> Baptism, confirmation, marriage, funerals</p>
<u>Year 5</u>	<p><u>Christianity – Jesus</u> Jesus as a boy. The teaching of Jesus</p>	<p><u>Christianity – Jesus</u> Jesus’ death and resurrection. The Advent and Easter story through the eyes of participants e.g. Peter/Mary/bystanders. Advent and Easter significance and celebrations.</p>	<p><u>Buddhism</u> Growing up as a Buddhist</p> <p><u>Christianity – Church</u> The Christian way of life</p>
<u>Year 6</u>	<p><u>Christianity – Jesus</u> The worth of Jesus. Christian beliefs about Jesus</p> <p><u>Sikhism</u></p>	<p><u>The Christian Year</u> Compare Matthew and Luke’s version of death of Jesus. Understand death, role of Romans, Jews. Different ways of understanding the Resurrection – compare and contrast.</p>	<p><u>Sikhism – The Gurus</u> Guru, Gobind Singh, 5 K’s, The formation of the Guru Granth, Sahib, the Gurdwara</p>