

Meadows Primary School and Nursery  
Policy for Religious Education  
March 2017

What is Religious Education?

Religious Education is the process of teaching children a knowledge and understanding of the range of religious experiences, insights, beliefs and practices that permeate society. R.E. should enable children to realise their own beliefs and nurture a respect for the different beliefs of others.

Generic Aspects

In our school Religious Education is taught to all children irrespective of their gender, race, creed or ability. It is important that all children are provided with equal access to all curriculum areas.

Principle Aims of Religious Education

- Learning about religion.  
AT1 To achieve knowledge and understanding of religious experiences, insights, beliefs and practices.
- Learning from religion.  
AT2 To deepen or realise their own beliefs and respect the freedom of other people to hold beliefs different from their own, so preparing them for adult life.

Our Aims:

Through our teaching of R.E. we aim to teach the children:

- How to develop their own beliefs and values by encountering worship and celebration, key ideas of God and sacred texts and the leaders that have authority within the tradition.
- Skills that will enable them to explore the range of world beliefs and practices by listening to religious stories and developing the confidence to express their feelings whether religious or not.
- How to relate their own life experiences to religious practice and belief i.e. Make connections between religious stories or teaching and the world as they perceive it.
- To have a positive attitude towards the diverse nature of our society when talking or mixing with others and show sensitivity and respect when handling religious artefacts.
- How to use their knowledge and understanding of belief systems to control and shape their own behaviour by responding to questions e.g. Good, bad, right or wrong.

Principles

At Meadows Primary School and Nursery we believe that good religious teaching should:

- Accept that the beliefs of all faith religions should be respected.
- Make an important contribution to spiritual, moral, social and cultural development through the content taught, and the approaches used.
- Be seen as an entitlement of all pupils.
- Be taught in a way that is interesting, challenging and relevant to all pupils.
- Help develop empathy and sensitivity towards others.
- Ensure pupils will encounter what religions have to say about:
  - Personal worth and value.
  - Relationships with and care of others.
  - Responsibility and care of the natural world.
- Where appropriate and relevant use practical experience to support learning.
- Follow some educational principles that underpin all other areas of the curriculum.

### The Law

The law required County and equivalent schools to:

- Teach Religious Education to all registered pupils except those withdrawn by their parents.
- Teach Religious Education according to a locally agreed syllabus.
- Teach Religious Education that reflects the fact that the religious traditions of Great Britain are in the main Christian, while taking account of the teachings and practices of the other religions.
- principle religions represented in Great Britain (Education Act 1996 Section 3.75 3 ).

We are committed to upholding the law and it is the duty of the Head Teacher and the R.E. co-ordinator to ensure that this commitment is kept.

### Guidelines

30 minutes per week is timetabled with blocks of time as necessary to amount to 5% of the overall curriculum time.

RE is taught as a separate entity and / or as part of the theme when necessary.

Appropriate arrangements would be made for children who, at the request of parents, are to be withdrawn.

### Collective Worship

Although Religious Education and Collective Worship are related we believe it is important that they are regarded as separate processes delivered for different reasons.

### PRINCIPLES OF COLLECTIVE WORSHIP

There is a need to:

- Gain the agreement and moral support from all staff in the purposes and approaches to be used.
- Recognise that the school provides a variety of opportunities for worship.
- Respect the autonomy of all staff and pupils. Acts of worship should be presented in a way that is sensitive and appropriate.
- Engender a sense of occasion. Pupils should come to regard the opportunity as a special time in the school day, not something they dread or hate.
- Recognise that collective worship can make a valuable contribution to helping to meet the requirements of the agreed syllabus for RE.
- Be aware that the basis of Collective Worship should also be Educational. It should be consistent with good practices found elsewhere in school.
- Recognise that Collective Worship must be approached from an inclusive stand point. All should be able to participate, contribute and benefit.

### Teaching and Learning and Classroom Management

Opportunities are given for children to discuss and reflect as part of a whole class activity, with follow up activities as appropriate.

Direct experience is provided in the form of Educational visits to local places of worship e.g.

Gurdwara at Hadley.

Mosque at Wellington.

St Mary's Church of England at Red Lake.

Ketley Methodist Church.

We use the same management techniques in the teaching of Religious Education as we do for all other subjects but in addition we make a special effort to create a respectful classroom atmosphere when the beliefs of children, staff and visitors are being considered.

### Resources

The resources required to support the teaching of RE are to be found in the school library, RE resource cupboard and the staff room. Additionally religious artefacts can be borrowed from the School's Library Service and the School's Multicultural Development Service.

### Reporting

Class teachers send termly letters to parents outlining the activities planned in Religious Education and children's progress is discussed at parents evenings and documented to parents in the end of year report.

### Monitoring

Teachers need to monitor the progress of the children in their classes using the Steps in learning about religion and the wheel of learning from religion. The RE co-ordinator needs to ensure that there is continuity

and progression across the Key Stages. He or she must also act upon any changes in the law pertaining to the teaching of RE and be familiar with any alterations to the agreed syllabus.

### Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### Recording Children's work

A lot of RE lessons will be of a discussion or practical nature and may not require the children to produce written work. RE may be recorded in Literacy or other relevant books or on paper in the form of displays. Evidence may also be kept as photographs on the work group or in individual teacher's folders.

### Schemes of work

Our scheme of work is based on the Telford & Wrekin SACRE RE Scheme of work to ensure continuity and progression throughout the Key Stages.

Key aspects of this scheme of work:

- Christianity features in 20 of the 28 units
- Pupils will learn from Islam in 12 of the units
- Pupils will learn from Hinduism and Sikhism in 6 of the units
- Many units address religions "two at a time", for purposes of clarity and diversity,

The schemes of work outline what is taught in Foundation and Year 1, Year 1 and 2, Year 3 and four and Year 5 and 6. As for other subjects the Schemes are delivered through an alternating year system which guards against content repetition.

Each term a number of mini topics and themes are to be covered through a selection of the activities suggested in the Schemes of work.

### Equal opportunities

All children will be given the opportunity to experience a variety of faiths, cultures and customs.

### PSHE and Citizenship

Links between RE and PSHE are made through spiritual, moral, social and cultural development. RE also promotes the values and attitudes needed for citizenship in a democratic society by helping children to understand and respect people of different beliefs, practices, races and cultures.

- Spiritual development - to recognise and reflect on inner feelings and beliefs. Questions may include: Who am I? How do I relate to others? What do I believe?

The 4 fundamental questions are central to spiritual development.

- Moral development - to help children develop a sense of moral responsibility towards others and reflect upon different values and viewpoints.
- Social development - develop a sense of identity and belonging.
- Cultural development - recognise similarities and differences in beliefs and practice within cultures and traditions.

### Criteria for success

If Religious Education is being successfully delivered then we expect there to be evidence of:

- The children showing an understanding of the ideas, beliefs, values and attitudes of others.
- The children questioning the meaning, value and purpose of life.
- The children developing their own values, beliefs and attitudes.
- The children displaying a sensitive and respectful attitude towards all religious practices.
- The children showing knowledge of the main world religions and of religious practices.

Telford and Wrekin SACRE RE Scheme of Work – 4 units per year group. The teaching sequence is flexible below is just one suggestion. The units are not ‘requirements’, just supportive, practical guidance.

Year Group	Unit A	Unit B	Unit C	Unit D
Y R	1. RE through play: a flexible ideas unit (many religions)	2. Who celebrates what and how? (Wedding, birthday, welcoming a new baby)	3. Festivals: how are they celebrated? (Christmas, Easter, Eid, Sukkot, Divali)	4. Myself: Who am I?
Y1	5. Creation + Thanksgiving: How do we say ‘thank you’ for a beautiful world? (Jews and Christians)	6. Special stories: what can we learn? (Christians and Muslims)	7. I wonder... Questions that Puzzle Us	8. Finding out about Christian Churches
Y2	9. Respect for everyone: what does that mean?	10. Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)	11. Holy words: Why do religious people love their scriptures?	12. Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin
Y3	13. Divali: How and why is the festival celebrated and what does it mean?	14. Living in Harmony: Stories to show we care	15. Leaders and followers in Family Life (Jewish and Christian)	16. Is life like a journey? (Christian, Muslim, Hindu)
Y4	17. What can we learn from visiting sacred places? (Any two faiths)	18. Does a beautiful world mean there is a wonderful God? (Christian, non- religious)	19. Why do some people think Jesus is inspiring?	20. Keeping the 5 Pillars of Islam today
Y5	21. Temptation: What can we learn from Muslims and Christians?	22. Prayer: asking questions, and seeking answers (Jewish, Muslim).	23. Values: What can we learn from Christians and Humanists?	24. Christian Aid and Islamic Relief: Can they change the world?
Y6	25. Religion + the individual: Exploring commitment.	26. Words of Wisdom from Sikhs, Muslims and Christians	27. Expressing spiritual ideas through the arts (Christian)	28. What will make our community more respectful? (Many religions + beliefs)

# CORE BELIEFS IN RELIGIOUS EDUCATION

## ISLAMIC core beliefs

- Allah is the one and only God
- Allah created and rules everything
- Allah has no children, partner or equal
- Muhammad(pbuh) is the final prophet
- The Holy Qur'an is the final revelation from Allah given through Muhammad(pbuh)
- Muslims believe in submission to the will of Allah and in peace
- Muslims believe that after death comes judgement - heaven or hell

## SIKH core beliefs

- There is One God - who is Truth, Eternal and Creator
- Everyone is equal
- Honest work is good
- Service and hospitality within the community (Sewa)
- Reincarnation - the cycle of birth, life, death and re-birth (Karma)
- Sikhs have a personal choice to commit to the 5 K's
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## HINDU core beliefs

- There is One God, expressed through many Gods
- There are three main roles : called the Trimurti  
Creator - Brahma; Sustainer - Vishnu; Destroyer (Shiva)
- Belief in re-incarnation
- Belief in non-violence (Ahimsa)
- Religious duties to the family and community (Dharma)
- Karma, the Law of cause and effect, determines your next life.

## JEWISH core beliefs

- There is One Creator G-d (not named by Jews, as so profound)
- There is a covenant relationship between G-d with His people
- The Torah, which includes the Law of Moses, contains 613 Mitzvot (commandments) which are life rules to follow
- There is a Holy Land given by God to the Jews
- There is a coming Messiah, who will restore all things
- The Jewish family expresses and passes on Jewish tradition
- Jews believe that after death comes the judgement - heaven or hell

### **CHRISTIAN** core beliefs

- Jesus Christ is the Son of God (Incarnation)
- God is Father, Son and Holy Spirit
- God is Creator and Sustainer of the Universe
- Jesus Christ fulfilled the Law of Moses and established a new Covenant relationship, based on the Law of Love
- Jesus showed how great God's Love is for everyone, in his life, death and resurrection (salvation)
- Christians believe that Jesus Christ is their personal Saviour
- Entry into heaven is via the grace of God.

### **BUDDHIST** core beliefs

- There is no God (atheist belief stance)
- Buddha is the founder. He turned his back on wealth, power and asceticism and followed the middle way. (Siddhartha Gotama)
- Buddhists believe in 4 noble truths
- The noble 8 fold path is the way to true enlightenment (Nirvana)
- Buddhists believe in rebirth (your essence carries on) not re-incarnation
- Karma, the law of cause and effect, affects daily suffering.