Inspire Education Community Trust

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Learning together and inspiring success

Religious Education Policy

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Signed	Shaukat Islam

Statement of intent

At Inspire Education Community Trust we develop the children's knowledge and understanding of the major world faiths and predominantly the shared key values by following the Local Agreed Syllabus for Religious Education. This syllabus enables teachers to offer to pupils the key values that have been treasured by all religious traditions. These values which are shared by many who have no religious convictions, have shaped Birmingham's past and contribute to its present. The City's future well-being will depend on them.

"It is very easy to concentrate on the differences between the religious faiths and to forget what they have in common – people of different faiths are bound together by the need to help the younger generation to become considerate and active citizens."

Her Majesty the Queen, December 25th 2006

"In Religious Education the deepest values of human life are shared and discussed".

Birmingham Agreed Syllabus Conference, 2006

This policy outlines what pupils will be taught during RE lessons and how they are expected to behave, including role-specific responsibilities.

The Trust has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout Key Stage 1 and 2.

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1. Legal requirements

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- (2022) 'The New Agreed Syllabus for Religious Education
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Education Act 1995 and circular 1/94

1.2. This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Staff Code of Conduct

There is a statutory requirement laid upon trusts to provide a curriculum which includes the teaching of religious education. Inspire Education Community Trust uses the new agreed syllabus for Religious Education (RE). It must be taught to all pupils being enrolled of statutory school age. The statutory requirement entitles all pupils in Birmingham, irrespective of social background, culture, race, religion, gender or differences in ability or disabilities, to a programme of teaching and learning in religious education.

The rights of parents and those of teachers regarding the subject
If parents do exercise their right to withdraw their child/ren from RE they should first speak to the head of school and put their request in writing. If a member of staff exercises their rights to not teach RE they are contracted to do alternative duties.

2. Roles and Responsibilities

1.3. The executive **headteacher** is responsible for:

- Appointing an appropriate **RE leader**.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.

1.4. The **RE leader** is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective RE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Monitoring the teaching of RE at the school, ensuring that high standards are consistently maintained.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their RE lessons.
- Providing the executive headteacher with an annual summary report regarding the teaching of RE at the school.

1.5. Staff members involved in the teaching of RE are responsible for:

- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the **Staff Code of Conduct**.

1.6. Pupils are responsible for:

- Being ready to learn and demonstrating mutual respect for and tolerance of those with different faiths and beliefs, and for those without faiths.

2. The early years foundation stage (EYFS)

2.1. The spiritual and moral dimensions of the child's development are taught throughout the EYFS curriculum, particularly in P*ersonal, Social and Emotional Development* and *Knowledge and Understanding of the World*. These areas of learning have an important bearing on the development of the child's dispositions and attitudes, a significant concern in this Agreed Syllabus for Religious Education.

2.2. Pupils' Personal, Social and Emotional Development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage':

- Developing children's ability to play co-operatively, taking turns with others.
- Developing children's ability to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Developing children's ability to speak confidently in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities.
- Developing children's ability to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Developing their understanding of how to follow rules.

2.3. Pupils' Knowledge and Understanding of the World Development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage':

- Developing children's ability to understand that other children don't always enjoy the same things, and are sensitive to this.
- Developing children's ability to recognise similarities and differences between themselves and others, and among families, communities and traditions.

2.4. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

3. Curriculum

The development is focussed on:

A. Pupils

In order to develop the whole child as a spiritual, moral, social and cultured being, the pupil needs:

- to be challenged intellectually;
- to have their feelings deepened;
- to acquire relevant skills;
- all in ways that are socially constructive.

B. Society

In order to develop and build society, the Religious Education curriculum requires an approach in which teachers, pupils and trust communities are:

- Working in partnership with parents, faith communities and the wider society;
- being responsive to the values freedoms and creative needs of People living in Birmingham elsewhere;
- cultivating social cohesion and solidarity, and creating social capital in the City.

4. Teaching and learning

4.1. All lessons will be planned and taught in line with the New Birmingham Agreed Syllabus.

4.2. All lesson planning will be communicated on the use of flipcharts. This are created within year groups and shared across the trust.

4.3. Each unit is broken down into three lessons. The first lesson introduces the key disposition and relates it to the children's own life. The second and third lessons look at the importance of this disposition for one of two key faiths.

4.4. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding. Dispositions are revisited over the years, and each time, children get a deeper understanding of this disposition and why they should aspire to demonstrating this deposition in their own life.

4.5. Discussion is at the heart of RE lessons. Children are encouraged to think about their own views and values, whilst being mindful and respectful of the views of others.

4.6. Reading is used to gain a deeper understanding of the disposition, especially through the reading of religious scriptures. Vocabulary and inference skills are developed during lessons and there is always time for children to clarify their understanding and justify their ideas through discussion.

4.7. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

4.8. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.

4.9. A variety of resources, including religious artefacts, will be used to engage pupils in their understanding.

4.10. Each year group visits at least one place of worship over the year. These visits are planned by the RE co-ordinator and strengthen the learning that is occurring within class.

4.11. Each year group creates a RE display in a central area. This is updated regularly and includes photographs from visits, as well as children written work and art work linked to a religious tradition or story that they are learning about.

5. Assessment and reporting

5.1. Pupils will be assessed through observations made during lessons.

5.2. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

5.3. Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

5.4. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

5.5. Parents will be provided with a written report about their child's progress during the **summer** term every year.

5.6. The progress of pupils with SEND will be monitored by the **SENCO**.

6. Cross-curricular links

6.1. Wherever possible, the RE curriculum will provide opportunities to establish links with other curriculum areas.

6.2. **English**

Pupils are encouraged to actively read, write, speak and listen in RE lessons.

6.3. **PSHE**

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.4. **Spiritual, moral, social and cultural development**

Through religious education in our trust we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Computing
Pupils are encouraged to use find various artefacts in places of worship prior to a visit, by doing virtual tours on websites for places of worship.
Pupils are encouraged to understand the values of people from a range of backgrounds and faiths through watching videos and reading on the interactive whiteboard.

7. Equal opportunities

7.1. All pupils will have equal access to the RE curriculum.

7.2. Teaching staff will work closely with the RE leader to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

7.3. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

7.4. Teaching staff will liaise with the special educational needs leader, where necessary, in order to meet the needs of pupils.

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

8. Monitoring and review

8.1. This policy will be reviewed on an annual basis by the executive headteacher and RE leader, with any changes made to the policy being communicated to all teaching staff and the governing board.