



Westminster

Primary

School

Nurturing Minds...
Inspiring Excellence

RE Policy

Reviewed: March 2021

Religious Education (RE)

We are aware that under the Education Act 1996 we must provide Religious Education for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from Religious Education without providing a reason.

We teach Religious Education according to the Local Authority's Agreed Syllabus which takes into account all major world religions such as Christianity, Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of Religious Education makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life.

We as a school community have a commitment to promote equality. We would like everyone to take an active part in Religious Education but we are aware that teachers have the right to withdraw from the religious element of Religious Education. We acknowledge the right of parents to withdraw their children from Religious Education.

1 Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

1.2 In the teaching of RE, our objectives for all of our children are to:

- To develop knowledge and understanding of all major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To visit places of worship and to be able to reflect and ask questions about faith communities and develop a sense of awe, wonder and mystery
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To develop skills to support personal, moral, social and cultural developments
- To think about beliefs and values of those in our community

2 Responsibility for the Policy and Procedure

2.1 Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that Religious Education is taught to the Local Authority's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy.

2.2 Role of the Leader

The leader will:

- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;
- organise visits to places of worship

2.3 Teaching and Learning

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development
- A variety of teaching methods including art, music, discussion, drama, artefacts, stories, ICT pictures and reflection.
- Enhance curriculum with visits and visitors

3 Curriculum Planning in Religious Education

3.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the Birmingham Local Authority's Agreed Syllabus. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

3.2 RE lessons are taught weekly and are 30 minutes long. Planning supports the following themes: Community, Creativity, Choice, Commitment and Contemplation.

From Years 1- 6, 24 dispositions are covered.

Year Group	Autumn	Spring	Summer
Year 1	Cultivating Inclusion, Identity and Belonging Being Thankful Being Modest and Listening to Others	Being Fair and Just Being Accountable and Living with Integrity Being Courageous and Confident	Remembering Roots Being Hopeful and Visionary Being curious and Valuing Knowledge
Year 2	Living By Rules Being Temperate, Exercising Self Discipline Choice and Cultivating Serene Contentment Being Regardful of Suffering Sharing and Being Generous	Creating Unity and Harmony Participating and Willing to Lead Caring for Others, Animals and the Environment Being Merciful and Forgiving	Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent Being Reflective and Self Critical Being Imaginative and Explorative Appreciating Beauty
Year 3	Sharing and Being Generous Caring for Others, Animals and the Environment Creating Unity and Harmony Participating and Willing to Lead	Being Fair and Just Being Accountable and Living with Integrity Remembering Roots Being Loyal and Steadfast	Being Open Honest and Truthful Being Silent and Attentive to, and Cultivating a sense for the Sacred and Transcendent Being Courageous and Confident Being Hopeful and Visionary
Year 4	Expressing Joy Being Thankful Being Reflective and Self Critical Being Curious and Valuing Knowledge	Being Modest and Listening to Others Cultivating Inclusion, Identity and Belonging Being Merciful and Forgiving Being Regardful of Suffering	Living By Rules Being Temperate and Exercising Self Discipline and Serene Contentment Being Imaginative and Explorative (and Appreciating Beauty) Appreciating Beauty
Year 5	Caring for Others, Animals and the Environment Sharing and Being Generous	Being Open, Honest and Truthful Being Silent and	Being Temperate, Exercising Self Discipline and Cultivating Serene

	<p>Being Loyal and Steadfast</p> <p>Being Hopeful and Visionary</p>	<p>Attentive to and Cultivating a Sense for the Sacred and Transcendent</p> <p>Participating and Willing to Lead</p> <p>Being Modest and Listening to Others</p>	<p>Contentment</p> <p>Being Accountable and Living with Integrity</p> <p>Being Thankful</p> <p>Being Imaginative and Explorative</p>
Year 6	<p>Living By Rules</p> <p>Being Fair and Just</p> <p>Creating Unity and Harmony</p> <p>Cultivating Inclusion, Identity and Belonging</p>	<p>Remembering Roots</p> <p>Being Courageous and Confident</p> <p>Being Regardful of Suffering (and Being Merciful and Forgiving)</p> <p>Being Merciful and Forgiving (and Being Regardful of Suffering)</p>	<p>Expressing Joy</p> <p>Appreciating Beauty</p> <p>Being Curious and Valuing Knowledge</p> <p>Being Curious and Valuing Knowledge</p>

4 Resources

4.1 We use a variety of resources in our schools to support the teaching and learning of RE including books and ICT resources to support children's individual research.

5 Assessment and Recording

5.1 We select a sample of work to be displayed in our class RE book. These are monitored by senior leaders.