

YORKMEAD JI SCHOOL R.E. POLICY

The school's aim:

- To develop tolerance and respect for others and appreciate that other people have different views, feelings and capabilities.

Aims in teaching RE:

Our aims are in accordance with the Birmingham Agreed Syllabus. They are to help children:

- address the fundamental questions of life
- respond to such questions with reference to the teachings and practices of religions and in the light of their experience and understanding
- reflect on their beliefs, values and experiences in the light of their study
- develop the ability to make reasoned and informed judgements about religious and moral life
- develop positive attitudes towards other people, respecting their rights to hold religious beliefs different from their own and to enable them to live in a world with many diverse religions
- develop knowledge and understanding of the faiths, practices and values of the different religious traditions found in Birmingham and elsewhere and the influences on individuals, families, communities, societies and cultures.

Our aims link closely with the **Every Child Matters** framework. In particular the 'Making a Positive Contribution' and 'Enjoy and Achieve' targets.

Meeting the Aims

The aims are met through the Agreed Syllabus clusters and dispositions:

Developing Creativity:	Being Imaginative and Explorative Appreciating Beauty Expressing Joy Being Thankful
Developing Compassion	Caring for Others, Animals and the Environment Sharing and Being Generous Being Regardful of Suffering Being Merciful and Forgiving
Developing Choice	Being Fair and Just Living by Rules Being Accountable and Living with Integrity Being Temperate, exercising Self-discipline and Cultivating Serene Contentment
Developing Community	Being Modest and Listening to Others Cultivating Inclusion, Identity and Belonging Creating Unity and Harmony Participating and Being Willing to Lead
Developing Commitment	Remembering Roots Being Loyal and Steadfast Being Hopeful and Visionary Being Courageous and Confident
Developing Contemplation	Being Curious and Valuing Knowledge Being Open, Honest and Truthful Being Reflective and Self-Critical Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence.

Teaching and Learning

Based on the guidelines in the Birmingham Agreed Syllabus, there is approximately one hour of R.E. devoted to teaching RE each week in every class throughout the school. Collective worship is also addressed daily (see collective worship policy).

As part of their experiences in R.E. the children visit places of worship, listen to guest speakers, stories and music, watch and discuss various materials and handle artefacts.

R.E. also plays a part in delivering spiritual, moral, social and cultural aspects in the development of children, and has links with many PSHE issues.

Parents, local religious leaders and other visitors are welcomed into school to share their experiences with the children.

Regular visits to local places of worship are built into the curriculum map. Trips are as follows:

Pupils in Reception visit the local church.

Pupils in Year 1 visit a Gurdwara.

Pupils in Year 2 visit a Synagogue.

Pupils in Year 3 visit a Cathedral

Pupils in Year 4 visit a Mandir

Pupils in Year 5 visit a Buddhist centre.

Pupils in Year 6 visit a Mosque

All trips have had a risk assessment carried out and EVA forms are completed by teacher responsible for those children involved.

The Foundation Stage uses the Early Learning Goals in the Personal, Social and Emotional area of learning to cover their statutory work on R.E.

Personal, social and emotional development

Making relationships: *children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

Understanding the world

People and communities: *children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

The world: *children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.*

We recognise that these goals will also be addressed in the holistic nature of the Early Years curriculum.

Resources

Resources are centrally located in the library, in labelled boxes of the six main religions, and miscellaneous items.

Marking and Assessment

Work is marked according to the school's marking policy and key stage. A new assessment criteria is currently in development stages.

Monitoring and review

The RE subject leader is responsible for monitoring the standard of planning, work and marking across all year groups. They are also responsible for supporting colleagues on the teaching of RE, where relevant. An annual audit is composed which includes checking planning, assessment and pupil conferencing to judge the success and future areas of development for the subject.

Legal Requirements:

Yorkmead fully complies with the ERA 1988 in that the curriculum includes R.E. for all pupils. The Birmingham Agreed Syllabus has been in place since September 95. Current planning was purchased from the Faith Makes a Difference organization, and rolled out in September 2016. The syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other main religions.

Parents have the right to withdraw their children from all, or part, of the R.E. programme. However, parents wishing to do so are invited to discuss their decision with the Headteacher and R.E. Coordinator. They are also encouraged to come into school to observe the teaching of R.E. The school understands its responsibility for the health and safety of any pupils who may be withdrawn and will adjust their timetable accordingly. Teaching staff also have the right to withdraw from teaching RE by informing the Headteacher.

For review 2018

Signed _____ (Governing Body)