

Religious Education Policy
Glasshouses School
February 2019



Religious Education

Statutory Guidelines

Religious Education is legally required for all pupils. North Yorkshire County Council strongly recommends a minimum allocation of curriculum time for RE based upon the law and DfE guidance: a minimum 5% of curriculum time is required for teaching RE.

Government Guidelines and Ofsted

Government guidance advises that 'every school is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs.'

A recurring theme of government guidance on Religious Education is to 'develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a world of diverse religions.'

Re guidance also requires schools to enable pupils to examine the consequences of anti-social behaviour such as racism and to develop strategies for dealing with it. Equally, Ofsted also points out the major contribution that RE makes to 'valuing diversity, promoting multicultural understanding and respect.'

The governing body is responsible for ensuring that:

- RE is included in the curriculum
- Reference is made to teaching and learning in RE in curriculum policy documents.
- Sufficient time and resources are devoted to RE to enable the school to meet its legal obligations.
- The school publishes and delivers a high quality RE curriculum.

At Glasshouses School

We value RE and believe that good RE gives pupils opportunities to explore the biggest questions in human life in the light of religious, philosophical and spiritual ideas.

We believe that, the teaching of RE:

- Provokes pupils to consider challenging questions about beliefs, issues of right and wrong, and what it means to be human.
- Offers opportunities to all pupils for personal reflection and spiritual and moral development.
- Enhances pupil's awareness and understanding of the positive and negative influences of religion on families and individuals.
- Encourages pupils to explore their own beliefs and questions of meaning as they learn from different religions, beliefs, values and traditions.
- Challenges pupils to consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics.
- Encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities. And as citizens in a diverse and global community.
- Enables pupils to develop respect for and sensitivity to others. RE promotes discernment and enables pupils to combat prejudice.

At Glasshouses School, we recognise the common link between RE, Literacy and PSHE, though we understand that the time given to the teaching RE still needs to be upheld. We believe that the flexible delivery of RE is good practice. We use RE themed days, or Cultural Diversity Weeks to enhance learning in RE.

We ensure that all pupils will develop the capacity to describe, explain and analyse religious concepts through structured investigation, reflection and response which will enable them to understand and appreciate the nature (what is it), significance (why is it important) and impact (what difference it makes) of religious and non-religious beliefs and world views. This model promotes the style of enquiry recognised as good practice by Ofsted (Religious Education - Realising the Potential, Ofsted 2013)



We encourage enquiry in Religious Education to develop curiosity, investigation, research and reflecting and responding to personal and critical evaluations. We believe that RE is an exciting and stimulating subject that enables pupils to bring their own experiences of life, to explore their identity and to develop an understanding of others. RE also makes a significant contribution to spiritual, moral, social and cultural development as well as community cohesion. We believe that by providing the space for the discussion of challenging moral and philosophical issues, we can support pupils to explore the commonalities and differences between and within faiths and other world views as well as developing an understanding of their own beliefs and those of others.

At Glasshouses School, we firmly believe that pupils need opportunities to meet people of different faiths and cultures to develop respect for those who believe, think and practice differently, without feeling that their own identity or views are threatened. We believe that it is important to set ground rules for discussion when religious differences are explored, in order to create a safe and positive environment. This is particularly relevant where there may be media misrepresentations and commonly held negative stereotypes e.g. Islamophobia.

We also believe that children should learn that non-religious perspectives on life are also valid and widespread. Some of our pupils come from families where no religion is practised and they must not feel that their lives or families are less worthy as a result.

Our Context

Increasing diversity is part of the demographic picture, and the wider region is home to many diverse and active faith communities. We are educating children in their own locality, but also in a wider region, the UK and globally. Alongside numerous historic churches, North Yorkshire and the wider region have a rapidly growing number of mosques, Gurdwara, temples and faith centres. There are also many people who follow non-religious life stances, There is also a rich and diverse population including Humanists and to others who may follow a spiritual, but non-religious way of life.

Religious Education Curriculum Overview and Planning

Key Stage One and Key Stage Two

At Glasshouses School, we have planned long term overviews to enable pupils to identify and talk about religious material (e.g. words, objects, festivals, stories, beliefs), moving on through the age range to be able to retell stories, respond sensitively to religious materials and to suggest meanings in sections, symbols, words and stories.

Our planning ensures progression and addresses the Attainment Targets suggested by NYCC. It also ensures that pupils are exposed to at 5 different religions in Key Stage 2 (the recommendation is at least 3). Our long term curriculum planning also ensures that key areas of learning are addressed. The planning is arranged on a two year cycle to ensure coverage and progression, without any repetition.

Religious Education in the Early Years

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They should ask questions and reflect on their own feelings and experiences. They should use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Children in EYFS will have the opportunity to:

- Reflect on the awe and wonder of the natural world around them.
- Ask questions that are philosophically challenging and to have them taken seriously.
- Reflect on the need to develop positive, respectful relationship with their peers and adults.
- Explore own feelings and emotions and develop empathy for others.
- Listen and talk about stories from a number of different faiths.
- Develop a sense of belonging and with it an awareness of personal responsibility.



Across EYFS pupils will develop an understanding of:

Personal, Social and Emotional Development

Managing feelings and behaviour: 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. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.

Knowledge of the World

People and Communities: 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.

SMSC and Religious Education

The North Yorkshire Agreed RE Syllabus enables the teaching of RE to make a distinctive and significant contribution to these four aspects of pupils' learning. RE may often focus on spiritual and moral education within the curriculum, and it makes a distinctive contribution to understanding cultural diversity through developing understanding of religions.

<p>Spiritual Education enables pupils to increase their self-awareness and to look at their human relationships, at the wider world and at their own ideas.</p>	<p>Religious education provides opportunities to promote spiritual education through:</p> <ul style="list-style-type: none">• Discussing and reflecting on key questions of meaning and truth such as origins of the universe, life after death, good and evil, beliefs about God and values such as honesty, justice and truth.• Learning about and reflecting on important concepts, experiences and
--	--

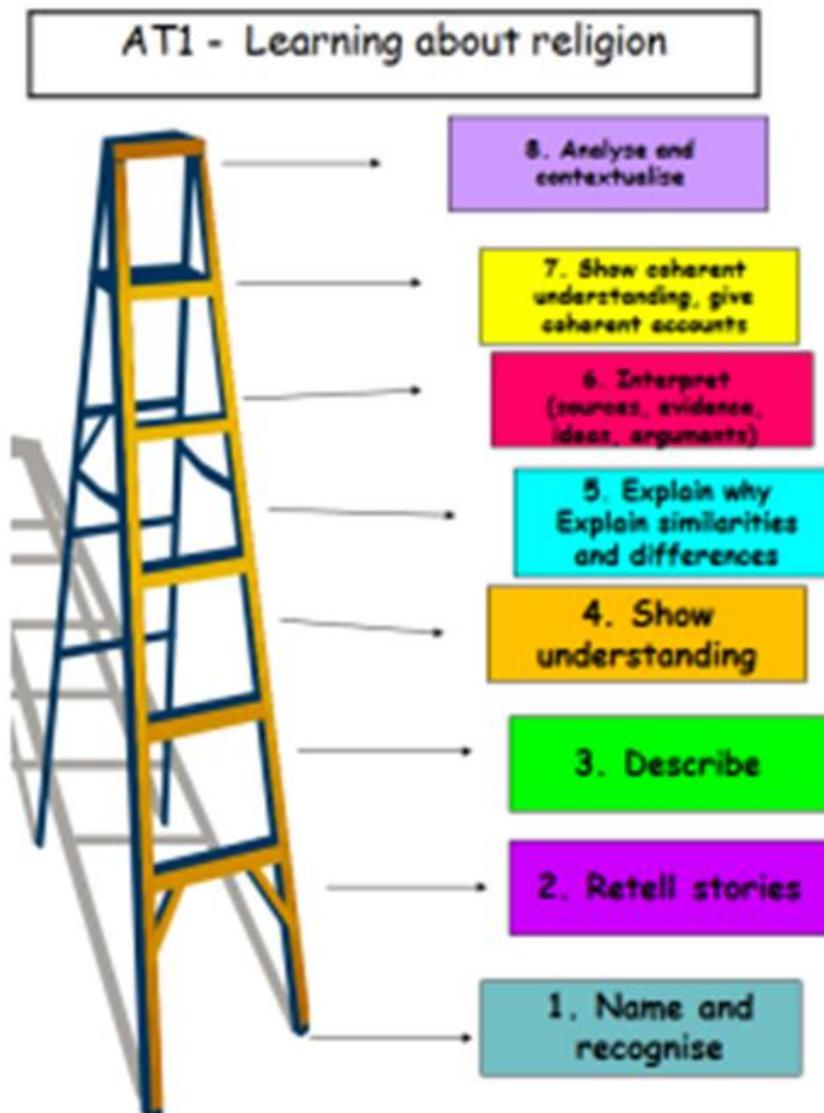
	<p>beliefs that are at the heart of religious and other traditions and practices.</p> <ul style="list-style-type: none"> • Considering how beliefs and concepts in religion may be expressed through creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity. • Considering how religions and other world views perceive the value of human beings, and their relationships about one another and with the natural world. • Valuing relationships and developing as sense of belonging. • Developing their own views and ideas on religious and spiritual issues.
<p>Moral education enables pupils to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness and commitments to virtues such as integrity, justice and the will to do what is right, so that they can live in ways which respect the well-being and rights of each person.</p>	<p>Religious education provides opportunities to promote moral education through:</p> <ul style="list-style-type: none"> • Exploring the values identified by school, particularly valuing diversity and engaging in issues of truth, justice and trust. • Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious and other leaders. • Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice. • Studying a range of ethical issues, including those that focus on justice, and to promote racial and religious respect, community cohesion and personal integrity. • Considering the importance of rights and responsibilities and developing a sense of conscience.

<p>Social education enables pupils to relate to others successfully through an understanding of the responsibilities and rights of being a member of various family, local, national and global communities. It enables them to develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, a willingness to get involved, so that they can play a full and fulfilling part in their community and society as family members, citizens, learners and workers.</p>	<p>Religious education provided opportunities to promote social education through:</p> <ul style="list-style-type: none"> • Considering how religious and other beliefs lead to particular actions and concerns in local, national and global society. • Investigating social issues from diverse perspectives of religion and belief, recognising the diversity of viewpoints within and between religions and beliefs as well as some common ground between religions and non-religious values. • Articulating pupils' own and others' ideas on a range of contemporary social issues, including environmental concerns, issues of equality and respect for all.
<p>Cultural education enables pupils to develop their sense of their own place and identity in society, to value and participate creatively in their own culture and appreciate the cultures of others by developing their appreciation of, for example, the arts, literature, sport, music, travel and other aspects of culture.</p> <p>Cultural education makes its contribution to human wellbeing through enabling participation in diverse varieties of cultural life for the enrichment of individuals and communities. Cultural education enables pupils to develop understanding, qualities and attitudes which</p>	<p>Religious education provides opportunities to promote cultural education through:</p> <ul style="list-style-type: none"> • Encountering people, literature, the creative and expressive arts and resources from differing cultures in increasing depth. • Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices for many people. • Promoting inter faith harmony and respect, making a positive contribution to a society where different religions and beliefs co-exist, promoting awareness of how interfaith cooperation can sometimes support the pursuit of common good. • Combatting prejudice and discrimination, contributing positively to community cohesion and reducing racism.

lead to appreciation or participation in local, regional, national, European and global cultures.

Progress and Expectations in RE

The North Yorkshire ladder of key RE skills is a way for teachers to begin to interpret the progression of skills taught in RE and to begin sharing its demands with pupils.



AT2 - Learning from religion

