

The British School Re Policy

Reviewed by Aurélie Brunet-Lua January 2023

Introduction

Religious education has a unique place in the curriculum of The British School. It is neither a core nor a foundation subject; the 1988 Education Act states that

'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Equality, diversity and inclusion in RE:

At The British School, we create an inclusive culture of achievement, high standards and high expectations. Children of all ethnic and cultural groups, races, genders, sexual orientations and abilities have equal access to the RE curriculum and we have high expectations of all pupils. We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through displays.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the RE curriculum. In lessons, pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014 and the Gloucestershire agreed syllabus.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In RE lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources and/or equipment;
- The provision of additional resources and/or equipment;

- Additional support with practical work;
- The provision of coloured paper and overlays (dyslexia)

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy.

Intent

Through our Religious Education curriculum, we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

Legal requirements for Religious Education:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and

practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements by following the Gloucestershire Agreed Syllabus for RE 2017-2022. The Gloucestershire Agreed Syllabus for Religious Education provides an overview of when the units of study are to be covered throughout the school. In line with the syllabus we will be teaching the following:

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.
5-7s Key Stage 1	Christians, Jews and Muslims.*	
7-11s Key Stage 2	Christians, Muslims, Hindus and Jews.*	
*Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.		

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate. In addition to this, the whole school has regular Open The Book Christian assembly and there are plans in place for school trips to different places of worship.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Teachers also utilise the planning made available by Gloucestershire County Council for all non-Christian units. Planning is monitored regularly by the RE coordinator and Head of School and there is

regular consultation with our Governor with RE responsibility. Each key stage follows a 2 year rolling programme to ensure full coverage of the RE curriculum. School Year 2022-23 is a Year A.

RE	Christian links with Open the Book and Celebrations Hindus Muslims Jews					
	KS1: 36 hours per year = 20min weekly OTB (12 hours) + 3 RE Days (12 hours) + 2 hours topic teaching each term (12 hours)					
	KS2: 45 hours per year = 20min weekly OTB (12 hours) = 3 RE Days (12 hours) + 3.5 hours topic teaching each term (21 hours)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F6 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F5 What times/stories are special and why? Link with National Storytelling Week	F3 Why is Easter special to Christians?	F4 What places are special and why?	F1 Why is the word "God" so important to Christians?
KS1 A – Year 1 & 2	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	Jews: Recognising symbols/ understanding Shabbat	1.1 What do Christians believe God is like?	1.6 Who is Muslim and how do they live?	1.9 How should we care for the world and for others and why does it matter?
KS1 B	1.10 What does it mean to belong to a faith to believers?	1.4 What is the good news do they live?	1.7 Who is Jewish and how to Ramadan	1.5 Why does Easter matter places sacred community?	Muslims: Understanding Christians?	1.8 What makes some Christians?
LKS2 A – Year 3 & 4	L2.1 What do Christians learn it from the creation story?	L2.2 What is like for someone to follow God?	L2.7 What do Hindus believe God is like? "Good a Muslim?"	L2.5 Why do Christians call the day that Jesus died a Muslim?	L2.9 How do worship show what matters to make the world a better Friday?"	L2.12 How and why do people try to make the place?
LKS2 B	L2.8 What does it mean to be a Hindu in Britain today? Christians?	L2.3 What is the "Trinity" and why is it important to Jewish events of life?	L2.10 How do festivals and family life show what matters to want?	L2.5 What kind of world did Jesus was the impact of Pentecost? people?	L2.6 For Christians, what was the impact of Pentecost?	L2.11 How and why people mark the significant people?
UKS2 A – Year 5 & 6	U2.2 Creation and science – conflicting or complimentary?	U2.3 Why do Christians believe that Jesus was	U2.11 Why do some people believe in God and some	U2.4 How do Christians decide to live? What would	U2.8 What does it mean to be a Muslim in Britain today?	U2.12 How does faith help people when life gets hard?
UKS2 B	U2.7 Why do Hindus want to be good?					

the messiah? people not? Jesus do?

- monitor planning and assessment procedures throughout the school and review assessment data □ manage the RE budget □ order and maintain resources
- develop a yearly action plan for the subject, indicating areas for future development

Impact

Religious Education at The British School develops pupils' ...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at The British School encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at The British School enhances pupils' ...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;

- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

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