



**HAYMERLE SCHOOL**  
**THE AIMS OF RELIGIOUS EDUCATION**

**R.E. has a contribution to make to a curriculum which:**  
**"promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such for the opportunities, responsibilities and experiences of adult life."** Education Reform Act 1988 1.2.

**Religious Education should help pupils to:**

- ◆ develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs;
- ◆ acquire and develop knowledge and understanding of Christianity and the other principal religions and non- religious world views represented in Great Britain;
- ◆ develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- ◆ develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions and beliefs represented in Great Britain;
  
- ◆ enhance their spiritual, moral, cultural and social development by:
  - developing awareness of the fundamental questions of life raised by human experiences, and of how diverse religious teachings and philosophies can relate to them,
  - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience,
  - reflecting on their own beliefs, values and experiences in the light of their study.

**Southwark Agreed Syllabus for R.E.**

The Southwark Agreed Syllabus was completed in 2004 and has been approved by the dedicated members of the Southwark SACRE to enable the young people of Southwark to learn about and understand their own beliefs and those of others in a safe, non-threatening environment. It has taken on board national initiatives and materials, including the Qualifications & Curriculum Authority (QCA) Non-statutory Framework for religious education, in order that teachers and pupils might benefit from the most up to date advice and guidance.

An Agreed Syllabus is for all pupils and the members of the Southwark Agreed Syllabus Conference have kept this principle at the heart of their work, endeavouring to ensure the needs of pupils of all faith and cultural backgrounds, gender, disability or special need have been addressed. This syllabus has been written for all of them. Each of them must see that those things that matter most, in terms of faith and culture, are valued and protected by this syllabus.

It is not the place of Religious Education to nurture pupils into a particular religious standpoint, still less into a system of belief that they will be required to accept. The task of nurturing of a particular faith is that of the home and/or the faith community who wish to do so. Schools are, however, required to promote the spiritual and moral development of pupils and to support them as they become adult members of society.

Young people will develop their own views as believers or nonbelievers as they move into adult life. This Agreed Syllabus has been developed in the belief that Religious Education should play a central role in the promotion of the spiritual, moral, social and cultural development of pupils and should provide a context for all pupils to learn what it is to become active citizens.

Many students will be engaged at times in a search for meaning and truth in their lives. Religious Education based on this syllabus will support them as they explore their responses to ultimate questions in the light of the answers which humankind has found. Some students will experience periods of crisis and loss during their school lives; we have tried to ensure that the syllabus encourages the development of an environment and a vocabulary where students can share and be supported through times of great difficulty.

### **OBJECTIVES OF R.E. AT HAYMERLE**

The following objectives will facilitate our aims for Religious Education:

- To encourage a sense of wonder and an appreciation of the complexity of our world.
- To nurture individual self-esteem, in concurrence with compassion, respect and tolerance for others.
- To encourage an understanding of and respect for the religious beliefs of others, promoting tolerance for different beliefs and customs and recognising shared values.
- To consider moral issues relevant to the experience and understanding of the children.
- To build understanding of significant religions as expressed in sacred texts, rituals of worship and practice in daily life.
- To foster comprehension of symbolic meaning and its use in a variety of religious traditions.
- To provide an environment in which children's interests, skills, knowledge and understanding of religious education can flourish.
- To recognise and value children's own religious and/or spiritual experience.

### **EQUAL OPPORTUNITIES**

We recognise the effects of bias on children's self-image and learning and are committed to a continual examination of our attitudes, expectations and ways of working to ensure that all children are valued and value others. R.E. plays a crucial role in fostering a positive self-image. This self-image is vital in Religious Education if Equal Opportunities are to be promoted.

We will enable children to recognise and challenge forms of bias, such as stereotyping, which attempt to devalue particular religious groups or beliefs.

We will ensure that all children have full access to Religious Education, taking into account the individual needs they have.

### **SPECIAL EDUCATIONAL NEEDS**

At Haymerle School we have a responsibility to provide a broad and balanced curriculum for all pupils.

The National Curriculum and the local Agreed Syllabus for religious education are the starting points for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This is an adaptation of the statutory inclusion statement on providing effective learning opportunities for all pupils and outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It has been modified to meet the requirements of the local Agreed Syllabus.

The statement sets out three principles that are essential to developing a more inclusive curriculum:

- ◆ setting suitable learning challenges;
- ◆ responding to pupils' diverse learning needs;
- ◆ overcoming potential barriers to learning and assessment for individuals and groups of people.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil. Schools are able to provide other curriculum opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

**It is important for all children, including those with Special Educational Needs,**

**"... to have access to the broadest possible range curriculum. The opportunity to look at life from a religious perspective and to understand religious insights is part of the richness which all schools seek to offer their pupils as a preparation for adult life."**

#### **TIME FOR RELIGIOUS EDUCATION**

The Southwark Agreed Syllabus is based on the expectation that 5% of curriculum time as recommended by the QCA should be devoted to Religious Education. This equates to the following hours.

- Key Stage 1            36 hours per year ( 1.15 Hours of RE each week or 6hours per ½ term based on a 6 week term)
- Key Stage 2            45 hours per year ( 1.30 Hours of RE each week or 7.5 hours per ½ term based on a 6 week term)

#### **RIGHT OF WITHDRAWAL**

**We recognise that parents of any child at any school may request that their child should be withdrawn from religious instruction and the child must be excused attendance. Parents are informed of this right through the Home School Agreement which is signed by parents each year.**

#### **TEACHING AND LEARNING: Attainment targets for Religious Education**

Two Attainment Targets, 'Learning about Religions' and 'Learning from Religions' underpin the syllabus.

**Attainment Target 1: Learning about religions** includes the ability to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;

- explain similarities and differences between, and within, religions.

**Attainment Target 2: Learning from religions** includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religions in the light of one's own beliefs and experiences;
- identify and respond to questions of meaning within religions.

### **Foundation Stage**

The foundation stage describes the phase of a child's education from the age of 3 to the end of reception age 5. Religious education is statutory for all registered pupils on the school roll.

During the foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and visiting places of worship.

Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### **The contribution of religious education to the early learning goals**

The early learning goals set out what most children should achieve by the end of the foundation stage.

The six areas of learning identified in these goals are:

- i. personal, social and emotional development;
- ii. communication, language and literacy;
- iii. mathematical development;
- iv. knowledge and understanding of the world;
- v. physical development;
- vi. creative development.

### **Key Stage 1**

During Key Stage 1 pupils will study Christianity and three other principal religions.

Through RE at this Key Stage, as pupils talk about what is important to themselves and others, they should learn to value themselves, reflecting on their own feelings and experiences and developing a sense of belonging. They will encounter and appreciate different beliefs about God and the world around them. They will also have the opportunity to encounter and respond to a range of stories, artefacts and other religious materials.

Through the Key Stage 1 study of RE, pupils should learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They should also begin to understand the importance and value of religion for believers, especially other children as they ask relevant questions and develop a sense of wonder about the world.

### **Attainment Target 1: Learning about religion:**

Pupils should be taught to:

- explore a range of religious stories and sacred writings, and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting both similarities and differences;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses;
- identify and interpret religious symbols and begin to use a range of religious word

### **Attainment Target 2: Learning from religion:**

Pupils should be taught to:

- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;

- recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and communities, and communicate their responses.

### **Breadth of study**

During the key stage pupils should be taught the knowledge, skills and understanding with a focus on the religions they have chosen and through the themes, providing a range of experiences and opportunities:

#### **Themes**

- believing: what people believe about God and humanity;
- story: what makes some stories important for some people;
- celebrations: how and why people celebrate;
- symbols: how and why symbols express meaning;
- leaders and teachers: who have had or continue to have a religious influence on others locally, nationally and globally;
- belonging: where people belong and why belonging is important.

#### **Experiences and opportunities**

- visits to places of worship listening to and responding to visitors from local faith communities; asking and answering questions related to their learning in religious education;
- using all their senses in developing their knowledge, skills and understanding and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences.

### **Key Stage 2**

During Key Stage 2 pupils learn about Christianity and the other 5 major religions recognising the impact of religion both locally and globally

In this Key Stage pupils should begin to make connections between differing aspects of religion and consider the different forms of religious expression as they consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources of guidance and consider their meanings and interpretation. Pupils should begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between religions. They should have opportunity to communicate their ideas and to recognise and respect other people's viewpoints as they evaluate their own beliefs and values and those of others.

In Key Stage 2 pupils extend their understanding of the range and use of specialist vocabulary. They should also recognise the challenges involved in distinguishing between right and wrong, and in valuing what is good and true.

### **Knowledge, skills and understanding**

#### **Attainment Target 1: Learning about religion**

Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;
- identify and begin to describe the similarities and differences between religions;
- investigate the significance of religion in the local, national and global communities;
- make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use religious language in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

#### **Attainment Target 2: Learning from religion**

Pupils should be taught to:

- reflect on the joys and challenges of belonging to a religion, communicating their own and others' responses thoughtfully;
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas clearly;
- reflect on issues of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives. **Breadth of study**

During the key stage the pupils should be taught the knowledge, skills and understanding through the following themes, experiences and opportunities.

#### **Themes**

- beliefs and questions: how people's beliefs about life's meanings and purposes, impact of these on their lives;
- teachings and authority: what sacred texts and other sources say about God, the world and human life;
- worship and sacred places: where, how and why people worship;
- pilgrimage and the journey of life: why some places and occasions are sacred to believers;
- symbols and religious expression: how religious and spiritual ideas are expressed;
- inspirational people: where and how religious people find their inspiration;
- religion and the individual: what is expected of a person in following a religion;
- religion, family and community: how religious families and communities practice their faith, and the contributions this makes to local life;
- religions in the world: how religious faith impacts on world events in different ways.

#### **Experiences and opportunities**

- encountering religion through visitors or visits to places of worship, and focussing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for beliefs and disagreeing respectfully;
- exploring spiritual experience and feelings in a variety of ways;
- expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts.

#### **The role of the teacher is to:**

Plan, organize, initiate, intervene sensitively, motivate, facilitate, guide, lead if appropriate, record and assess pupil progress

Within R.E. there should be provision for:

- collaborative, individual and independent learning
- discussion and recorded work, for KS1 students, recording using symbols.
- reflection
- developing research skills, etc.

R.E. is not just a dissemination of facts. Our teaching styles should encourage:

- open-mindedness
- respect
- questioning
- critical awareness
- child's understanding of self
- TEACCH and the use of PEC's to aid students in communication and learning styles suited to their individual needs and capabilities.

Children's experience of religious education should include opportunities to:

- enquire
- express (through art work, poetry, dance/music, writing, music, etc.)
- reflect
- interpret
- empathise
- evaluate and analyse

- apply
- and to experience and reflect upon religious rituals

**Cross-curricular links:**

R.E. should make links with the whole curriculum where appropriate, whilst ensuring that its integrity as a subject is recognised.

**RESOURCES**

In order to develop independently and with a critical faculty, children need direct access to relevant sources. Resources for R.E. include:

- Human resources
- Reference material (books, posters, etc.)
- Artifacts from different religions
- Buildings of religious significance in the local area (include notes on appropriate behaviour).

A study of sacred objects in Key Stage 1 should give pupils the opportunity to share their own 'special things', both secular and sacred, in order to appreciate the concept of an item being 'special'. **Pupils should be taught how to treat texts and objects with care, sensitivity and respect.**

**Sensitivities**

*It is important to remember that Muslims should not draw the Prophet Muhammad (pbuh) or any of the other Messengers of Allah. Muslims would consider it inappropriate to depict any of these in drama or role-play. Equally Sikhs would consider it inappropriate to depict any of the Gurus.*

**Pbuh**

*The words 'Salla-llahu alaihi wa salaam' - peace and blessings of Allah upon him are used by Muslims every time the Prophet Muhammad is mentioned. You will find this placed throughout the document to represent this phrase.*

*In Arabic the words 'Alaihi salaam' - peace be upon him are used by Muslims after the names of prophets and the twelve Shi'ah Imam are mentioned. Equally 'pbuh' may be used in place of this phrase.*

**Also see Collective Worship Policy  
Review September 2018**

*Giillian M. Sameras  
Chair of Governors  
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