

## **Our Aims at Benson Community School**

At Benson Community School Religious Education is taught in accordance with the local agreed syllabus. We stress that Religious Education has the same status and importance as any other subject and the same high standards are applied, as to all other subjects.

We teach Religious Education according to the aims of the Birmingham Agreed Syllabus and believe that it should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs.

## **The Role of the Religious Education Co-ordinator**

The Role of Religious Education Co-ordination will

- be responsible to the Headteacher for all matters relating to Religious Education throughout the school
- be responsible for supporting and advising all colleagues on matters relating to Religious Education
- ensure the delivery of the Birmingham Agreed Syllabus throughout the foundation stage, Key Stage one and two by:
  - a) monitoring the planning of colleagues
  - b) working alongside colleagues in the classroom where necessary and appropriate
- manage and co-ordinate the resources needed for Religious Education, Supporting colleagues in purchasing the resources for their topic
- staff are also welcome to have a meeting with the co-ordinator to discuss any issues regarding the teaching, religious education, artefacts etc.

## **The Birmingham Agreed Syllabus for Religious Education (1995)**

The Agreed Syllabus has two AT's describing pupil's achievements. They are:

### **AT1 – Learning about Religion**

This is concerned with pupils:

- developing knowledge and understanding of religion
- developing knowledge and understanding the influence of religions on individuals, families, communities, societies and cultures.

## **AT2 – Learning from Religion**

This is concerned with pupils:

- developing their attitudes, values, beliefs, understanding and behaviour through Religious Education
- reflecting on their beliefs, values and experiences and those of other people
- considering the spiritual, moral questions and judgements raised by these reflections
- thinking about and discussing how these judgements, beliefs and values, influence the way they and other people behave.

## **The contribution to the spiritual, moral and cultural development of children**

Alongside all other curriculum areas, Religious Education has a role to play in contributing to spiritual, moral, social and cultural development of all pupils.

Religious Education can serve to broad every child's spiritual and moral development by:

- encouraging pupils to consider their own values and attitudes
- encouraging reflection on questions about religion and the meaning of life
- exploring their own and other people's beliefs
- encouraging pupils to consider and discuss their beliefs
- developing a sense of awe and wonder
- promoting understanding of ways that beliefs contribute to individual and group identity
- providing opportunities to view things from another person's perspective.

## **Areas of Study**

At Benson School we follow the QCA scheme of work, it is used as a basis for work in Religious Education. Religious Education is broken down into units to cover half a terms work. These aim to provide opportunities for children to:

- develop their knowledge and understanding of principal religions in Great Britain

- explore issues to help them understand and respect different religions, beliefs and traditions
- consider questions and meaning and purpose in life
- develop their sense of identity and belonging.

(QCA, page 4, 2000)

### **The Learning Context for the Foundation Stage**

In the Foundation Stage children are introduced to Religious Education by:

- starting from familiar experiences
- learning about the beliefs and cultures of others
- sharing the celebration of different festivals
- listening to and sharing appropriate stories with a moral dimension

Religious Education is required to be taught to all registered pupils in schools, for the two reception classes there are three units for each item:

- **What are harvest festivals** – this unit explores how harvest is celebrated in two different religions and develops their knowledge and understanding of celebration
- **Who were the friends of Jesus**
- **Who was Noah** – both of the topics focus on feelings and experiences of friendship and obedience.

### **The Learning Context for Key stage 1**

Pupils in Key stage one are then a progression in Religious Education from the foundation experiences. Pupils encounter at their own level, aspects of religion and life through media such as:

- listening to reading appropriate stories with a moral/spiritual dimension
- listening to music, using music to use as an aid to reflection
- looking at and handling religious artefacts
- observing and where appropriate taking part in celebrations
- meeting people from other religious backgrounds
- visiting places of worship

At Key Stage One, the following units are covered:

- Belonging
- Celebrations
- Beliefs and Practice
- Visiting a place of worship
- Why did Jesus tell stories

### **The Learning Context for Key Stage 2**

“By the end of Key Stage 1 most children will be able to retell religious stories; identify some religious beliefs, teachings and practices... They respond to the experiences and feelings of others, including those with a faith and to other people’s values and concerns”.

(QCA, page 5, 2000)

They should be able to build on their experiences and encounters by:

- learning about some of the beliefs and values of religious communities and the study of their practice in the home and places of worship
- becoming aware of non-literal and non-verbal ways of expressing beliefs and values
- recognising links and connections between their own experiences and the experience of others
- reflecting on and discussing issues about beliefs and values
- expressing their own ideas
- visiting places of worship

The units covered in Key Stage 2 include:

- Signs and symbols
- Celebration
- Holy books
- Worship
- Celebration and Journeys
- Religions represented in our neighbourhood
- Why is Muhammad important to Muslims
- Muslim beliefs
- Where did the Bible come from
- How do the belief of Christians influence their actions
- Worship and Community
- Sacred texts
- Why is the Qu’ran important to Muslims

- Religious buildings
- How do people express their faith through the arts.

By the end of Key Stage 2, children will be able to discuss beliefs and teachings of different religions, Identify what belonging to a religion involves, give meaning to signs and symbols, ask questions about key figures, showing greater understanding of why certain things are right and wrong. Evidence will be found on displays and corridors.

### **Progression in Religious Education**

Progression in Religious Education throughout the school will be ensured through children:

- acquiring wider and detailed knowledge of the six major religions
- deepening their understanding of religious stories, symbols and events
- using fluent and competent use of religious vocabulary
- increasing their skills of asking questions to moral and religious questions.

### **Lesson Format**

At Benson Community School the QCA scheme of work is followed from Reception through to year six.

Short-term planning should use the objectives from the QCA scheme of work. Children should be made aware of the objectives at the start of the lesson; Lessons should be planned using purposeful activities and where appropriate the use of religious artefacts in a sensitive manner.

### **Language Development**

Much of the Religious Education taught in the foundation curriculum is through story, role-play and celebrations. At Key Stage one children will talk about their work and present their own ideas. Children at Key Stage two will explore language specific to Religious Education by using religious stories, writing accounts, studying sacred texts and talking about religious artefacts and places of worship. The Religious Education curriculum will provide opportunities for children to develop the following skills in language, investigation, interpretation, evaluation, application, reflection, analysis, discussion and expression.

## **The Role of Information Communication Technology**

Children should have the opportunity to use software associated with Religious Education, extracting information from CD ROMs, the Internet, videos and slides. Children will record their work using word processing programmes.

## **Resources**

General resources for Religious Education are displayed in the staff room under each Religious heading:

- Christianity
- Buddhism
- Hinduism
- Islam
- Judaism
- Sikhism

Staff has instant access to their artefacts and can use them accordingly. Books, picture packs, posters, videos and additional artefacts are also stored in the staff room in the two smaller cupboards. These artefacts are divided into boxes with religions labelled on them. Staff has also been allocated a classroom budget, therefore extra resources linked to their topics should be purchased, and they are stored in their classroom. It is the responsibility of all members of staff to report any losses or breakages of religious artefacts or resources. Staff is requested to be sensitive when using resources particularly religious artefacts i.e. damaged artefacts should not be used.

## **Assessment and Reporting**

Class teachers should assess Religious Education by the outcomes of learning objectives and report termly on children's progress in Religious Education. Religious Education will be monitored on a termly basis, where samples of children's books are taken in to identify outcomes not achieved. Children's attainment will be reported on at the end of each key stage.

## **Equal Opportunities**

All children are entitled to a broad and balanced curriculum in Religious Education. The teaching style, resources, pace and content needs to be matched carefully to suit each child's specific needs.

### **Special Educational Needs**

Tasks should be differentiated to match a child's learning needs. Gifted children should be encouraged to extend their learning and understanding, through extension and enrichment activities.

### **Withdrawal from Religious Education**

Parents have the right under the 1988 Education Reform Act to withdraw their child from Religious Education. Parents must inform the Headteacher of their decision and it is the responsibility of the school to make adequate provision for their child's health and safety. However we hope that all parents and teachers would feel comfortable with the type of Religious Education taught at Benson Community School.