Severne Primary School

Religious Education

Intent, Implementation and impact

Respect • Succeed • Celebrate

Intent

At Severne, we aim to provide a Religious Education curriculum that engages and enthuses learners. We believe it is an essential area of study which provides children with opportunities to broaden their understanding of the wider world and prepare them for life in a world where there are a multitude of viewpoints. We encourage the children to ask questions about the world and to reflect on and to have the confidence to share their own beliefs, values and experiences in a safe and inclusive environment. It is a subject for all pupils. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and staff. We value the religious background of all members of our school community and all religious and non-religious world views are treated equally with respect and sensitivity.

The R.E. curriculum is designed to develop inquisitive minds and encourage creativity, imagination, enquiry, debate, discussion and independence. It aims to help children to acquire and develop respect, knowledge and understanding of Christianity and the other principal religions represented in Great Britain, within Birmingham, in their community and the world around them.

Implementation

We follow the Birmingham Agreed Syllabus for Religious Education 2022 which was agreed upon by **all** faith leaders within our city.

The syllabus should 'reflect the fact that religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. (The Education Reform Act, 1996, Section 375).

Taking into account the requirements and guidelines presented in the Birmingham Agreed syllabus, the following nine religious traditions recorded to have significant representation within Birmingham are covered within our R.E. lessons: Bahá'i, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Rastafari and Sikhism. This is along with established non-religious worldviews such as Humanism.

The syllabus acknowledges the complete spectrum of beliefs and views and all are accorded equal respect. The use of the syllabus ensures a Religious Education that complies with legal requirements.

By law we have a legal requirement to teach certain aspects of Christian belief:

- Easter and Christmas every year in both KS1 and KS2
- Holy Communion (Year 3) and The Lord's Prayer (Year 6) at least once in KS2.

In KS1, we also have the tradition of The Nativity which children take part in each December.

R.E. is taught through a spiral curriculum where each disposition is taught once within KS1 and twice within KS2. This means that each time the children come across a disposition they are able to deepen their understanding and build upon and extend the knowledge they already have.

Throughout our R.E. lessons each week, children learn about and learn from religions and non-religious worldviews. Each R.E. lesson focuses on one of the 24 dispositions (values). Usually three lessons are spent on each disposition before moving onto a new one.

The 24 dispositions are:	
Being imaginative and Exploratory	Being modest and listening to others
Appreciating Beauty	Creating inclusion, identity and belonging
Expressing Joy	Creating unity and harmony
Being Thankful	Participating and willing to lead
Caring for others, animals and the environment	Remembering roots
Sharing and being generous	Being loyal and steadfast
Responding to Suffering	Being hopeful and visionary
Being Merciful and forgiving	Being courageous and confident
Being fair and just	Being curious and valuing knowledge
Living by rules	Being open, honest and truthful
Being accountable and living with integrity	Being reflective and self-critical
Being temperate, self-disciplined and seeking contentment	Being attentive to the sacred, as well as the precious

The R.E. curriculum is delivered using a combination of weekly R.E. lessons, assemblies, collective worship, religious festival celebration days within school and through trips to religiously significant places (where possible). Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Children record their learning into floor books and this is done in a range of ways in order to promote creativity and personal reflection.

EYFS

'It is a statutory requirement for Religious Education to be offered to all pupils registered on the school roll from compulsory school age to 18 years. This requirement does not extend to nursery classes in maintained schools. However, Birmingham SACRE endorses the view that Religious Education will form a valuable part of the educational experience of children from the age of three to the beginning of compulsory school age'. (Page 43 of The Birmingham Agreed syllabus 2022.)

In our Early years' foundation stage, RE and the learning of different religions is embedded throughout the curriculum rather than taught solely as a discrete subject. The children are introduced to and learn about a range of world faiths, cultures and non-religious world views through carefully selected topics, stories, celebrations and experiences across the curriculum. This approach allows children to develop an understanding of different religious and non-religious views in a meaningful and age-appropriate way.

Impact

The children at Severne Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able:

- *To develop understanding and respect for different religions, beliefs, values and traditions.*
- *To make links between their own lives and those of others in the community and in the wider world.*
- *To develop skills of enquiry and response, through the use of religious vocabulary, questioning and empathy.*
- *To demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.*
- *To develop understanding of world faiths and other beliefs by exploring their commonality and diversity.*
- *To develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.*
- *To develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society.*