

Beaver Road Religious Education Policy

*In Religious Education, children are not taught **what** to believe. They learn **about** a range of religious and non-religious worldviews. This creates our inclusive and tolerant school community in which all children's views are treated with respect.*

Beaver Road has been awarded **Gold Level by UNICEF** for integrating and implementing the UN Charter on Children's Rights into daily school life. Key to this is recognising that all children have the right to be treated with dignity and fairness, to

be protected, to develop to their full potential and to participate in decisions which affect them.

This has many links to the teaching of RE but the key Articles are:

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Religious Education is a compulsory subject, taught discreetly, which forms part of the National Curriculum. Beaver Road follows the **Manchester Agreed Syllabus for Religious Education 2016-2021**. Religious education (RE) makes a distinctive contribution to a balanced and broadly-based school curriculum which: promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.

RE makes important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic (PSHE) education, the humanities and the arts, education for sustainable development and others. Religious Education is about developing understanding of self and others; it is not about promoting the beliefs of one religion or tradition over another.

British values

RE can make a key educational contribution to pupils' explorations of British values.

Mutual tolerance.

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity.

Democracy

In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints.

Nursery

RE is non- statutory for pupils in nursery education but it is able to make a valuable contribution to most of the early learning goals.

Reception

RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Agreed Syllabus for RE.

In the Early Years Foundation Stage, understanding about different faiths and cultures is developed through key questions linked to the three strands: Believing, Expressing and Living.

These are:

Which stories are special and why?

Which people are special and why?

Which places are special and why?

Which times are special and why?

Where do we belong?

What is special about our world and why?

By the end of reception, children should be able to

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.

Key Stage 1 and 2

RE is a compulsory part of the basic curriculum for all Key stage 1 and 2 pupils and should be taught according to the Agreed Syllabus for RE.

Manchester Syllabus for Religious Education

Our teaching of this subject and the expectations we have of children are underpinned by the syllabus agreed by Manchester City Council and the SACRE.

In each year group, children will be taught:

- to learn about religion – the beliefs, traditions and cultures of different religions

- to learn from religion – to shape their own lives, beliefs and values; to reflect and to respect others

Key Questions / Units of Work

The R.E. syllabus is taught through a number of units of work, each of which aims to explore a key question.

Key Stage 1 (Years 1 and 2)

- Who is a Christian and what do they believe?
- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- What can we learn from sacred books?
- What makes some places sacred?
- How and why do we celebrate special times?
- What does it mean to belong to a faith community?
- How should we care for others and the world and why does it matter?

Lower Key Stage 2 (Years 3 and 4)

- What do people believe about God?
- Why is the Bible important to Christians today?
- Why is Jesus inspiring to some people?
- Why do people pray?
- Why are festivals important to religious communities?
- Why do some people think life is a journey?
- What does it mean to be a Christian in Britain today?
- What does it mean to be a Hindu in Britain today?
- What can we learn from religion about deciding what is right and wrong?

Upper Key Stage 2 (Years 5 and 6)

- Why do some people believe God exists?
- What would Jesus do? Can we live by the values of Jesus in the 21st century?
- What do religions say to us when life gets hard?
- If God is everywhere, why go to a place of worship?
- Is it better to express beliefs in art or charity?
- What does it mean to be a Muslim in Britain today?
- What matters most to Christians and Humanists?
- What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?

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Collective Worship

At this time, all schools are required to hold a daily act of collective worship. The majority of this collective worship has to be of a predominantly Christian nature. In classrooms, we have time to review and reflect. Through this we provide opportunities for children to think about and reflect upon:

- beliefs that are 'broadly Christian' yet common to other major world faiths
- love, peace, good, right and wrong
- greed, poverty, war, pollution, prejudice
- respect, tolerance, anti-discrimination
- tolerance, co-operation, selfishness and forgiveness
- their place in their community and the wider world
- charitable giving
- feelings and emotions
- looking after our world – environmental issues
- people who help and inspire us
- rights and responsibilities

We offer children opportunities to explore and share beliefs, to consider the relevance of ideas, beliefs and values to their own lives and to think about the needs of others and what it means to be part of a community.

At Beaver Road, we hold weekly Assemblies with the following themes:

- **Monday Assembly** : An assembly based around a chosen **Article of the fortnight** from The UN Convention on The Rights of the Child; PSHE theme; significant religious or cultural events.
- **Celebration Assembly**: Celebrating achievements and positive values within the school.
- **Year Group Assembly**: to promote shared values and beliefs and sense of community.
- **Classroom Assembly**: Review and Reflection time around collective worship themes (Unicef Rights/PSHE themes/significant religious or cultural events).

Parents' Right to Withdraw children from Religious Education

In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

Beaver Road RE Topic Overview

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|------------------------------------|--|---|---|---|---|---|
| Which stories are special and why? | Who is a Christian and what do they believe? | Who is a Muslim and what do they believe? | What do different people believe about God? | Why is Jesus inspiring to some people? | Why do some people believe that God exists? | What do religions say to us when life gets hard? |
| Which people are special and why? | What makes some places sacred? | Who is Jewish and what do they believe? | Why is the Bible so important for Christians? | Why are festivals important to religious communities? Y3&4 | What would Jesus do? Can we live by the values of Jesus in the | Is it better to express your beliefs in arts and architecture or in charity |

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|-----------------------------------|---|--|---|---|--|--|
| | | | | | 21 st Century? | and generosity? |
| Which places are special and why? | How and why do we celebrate special and sacred times? | What can we learn from sacred books? | Why do people pray? | Why do some people think that life is like a journey? | If God is everywhere, why go to a place of worship? | What matters most to Christians and Humanists? |
| Which times are special and why? | What does it mean to belong to a faith community? | How should we care for others in the world and why does it matter? | What does it mean to be a Christian in Britain today? | What does it mean to be a Hindu in Britain today? | What difference does it make to believe in ahimsa, grace or ummah? | What does it mean to be a Muslim in Britain today? |
| Where do we belong? | | | Why are festivals important to religious communities? Y3&4 | What can we learn from religions about deciding what is right or wrong? | | |
| What is special about our world? | | | | | | |

