



Rationale

We are aware that under the Education Act 1996 we must provide Religious Education for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from Religious Education without providing a reason.

We teach Religious Education according to the Local Authority's Agreed Syllabus which takes into account all major world religions such as Christianity, Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of Religious Education makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life.

We as a school community have a commitment to promote equality. We would like everyone to take an active part in Religious Education but we are aware that teachers have the right to withdraw from the religious element of Religious Education. We acknowledge the right of parents to withdraw their children from Religious Education.

Aims

- To develop knowledge and understanding of all major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To visit places of worship and to be able to reflect and ask questions about faith communities and develop a sense of awe, wonder and mystery
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To develop skills to support personal, moral, social and cultural developments
- To think about beliefs and values of those in our community

Responsibility for the Policy and Procedure

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that Religious Education is taught to the Local Authority's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

- make all staff aware of their right to withdraw from teaching the religious element of Religious Education:
- annually report to the Governing Body on the success and development of this policy

Role of the Leader

The leader will:

- lead the development of this policy throughout the school;
- work closely with the head teacher;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- organise visits to places of worship

Teaching and Learning

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development
- A variety of teaching methods including art, music, discussion, drama, artefacts, stories, ICT pictures and reflection.
- Enhance curriculum with visits and visitors

Curriculum Planning

All long, medium and short term planning is based on the Birmingham Local Authority's Agreed Syllabus (Base Syllabus 2007)

Planning supports the following themes:

Community
Creativity
Choice
Commitment
Contemplation

From Years 1- 6, 24 dispositions are covered

Year Group	Autumn	Spring	Summer
Year 1	Cultivating Inclusion, Identity and Belonging Being Thankful Being Modest and Listening to Others	Being Fair and Just Being Accountable and Living with Integrity Being Courageous and Confident	Remembering Roots Being Hopeful and Visionary Being curious and Valuing Knowledge

	Expressing Joy	Being Loyal and Steadfast	Open Honest and Truthful
Year 2	<p>Living By Rules</p> <p>Being Temperate, Exercising Self Discipline Choice and Cultivating Serene Contentment</p> <p>Being Regardful of Suffering</p> <p>Sharing and Being Generous</p>	<p>Creating Unity and Harmony</p> <p>Participating and Willing to Lead</p> <p>Caring for Others, Animals and the Environment</p> <p>Being Merciful and Forgiving</p>	<p>Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent</p> <p>Being Reflective and Self Critical</p> <p>Being Imaginative and Explorative</p> <p>Appreciating Beauty</p>
Year 3	<p>Sharing and Being Generous</p> <p>Caring for Others, Animals and the Environment</p> <p>Creating Unity and Harmony</p> <p>Participating and Willing to Lead</p>	<p>Being Fair and Just</p> <p>Being Accountable and Living with Integrity</p> <p>Remembering Roots</p> <p>Being Loyal and Steadfast</p>	<p>Being Open Honest and Truthful</p> <p>Being Silent and Attentive to, and Cultivating a sense for the Sacred and Transcendent</p> <p>Being Courageous and Confident</p> <p>Being Hopeful and Visionary</p>
Year 4	<p>Expressing Joy</p> <p>Being Thankful</p> <p>Being Reflective and Self Critical</p> <p>Being Curious and Valuing Knowledge</p>	<p>Being Modest and Listening to Others</p> <p>Cultivating Inclusion, Identity and Belonging</p> <p>Being Merciful and Forgiving</p> <p>Being Regardful of Suffering</p>	<p>Living By Rules</p> <p>Being Temperate and Exercising Self Discipline and Serene Contentment</p> <p>Being Imaginative and Explorative (and Appreciating Beauty)</p> <p>Appreciating Beauty</p>
Year 5	<p>Caring for Others, Animals and the Environment</p>	<p>Being Open, Honest and Truthful</p> <p>Being Silent and</p>	<p>Being Temperate, Exercising Self Discipline and Cultivating Serene</p>

	Sharing and Being Generous Being Loyal and Steadfast Being Hopeful and Visionary	Attentive to and Cultivating a Sense for the Sacred and Transcendent Participating and Willing to Lead Being Modest and Listening to Others	Contentment Being Accountable and Living with Integrity Being Thankful Being Imaginative and Explorative
Year 6	Living By Rules Being Fair and Just Creating Unity and Harmony Cultivating Inclusion, Identity and Belonging	Remembering Roots Being Courageous and Confident Being Regardful of Suffering (and Being Merciful and Forgiving) Being Merciful and Forgiving (and Being Regardful of Suffering)	Expressing Joy Appreciating Beauty Being Curious and Valuing Knowledge Being Curious and Valuing Knowledge

RE lessons take place once a week and are 1 hour long. In many year groups, topics including RE are blocked, but the same amount of time is still dedicated to the teaching of RE.

From Year 1 – 6, pupils have the opportunity to learn about all major world religions such as Christianity, Hinduism, Buddhism, Judaism, Islam and Sikhism

Inclusion

All pupils at this school are taught Religious Education whatever their ability, race, religion or gender.

However we recognise that parents have the legal right to withdraw their child from Religious Education. If this is the case, they need to contact the head teacher to discuss concerns or anxieties that they may have about the policies, provision and practice of RE at Harper Bell Seventh-day Adventist Primary School.

Assessment and Recording

We assess pupils' progress through a system of informal observation, questioning, and assessing written work which supports teaching and learning and informs future planning. Subject leader will carry out monitoring and evaluation at least once a year and feedback to staff. Staff and pupil voice is used to improve teaching and learning.

Resources

The RE Leader keeps all staff up to date with new developments and resources. A range of resources including artefacts, videos, music, art, visit and visitors are used in the teaching of RE.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

Biannually (or when the need arises) the effectiveness of this policy will be reviewed by the leader and the Head teacher and the necessary recommendations for improvement will be made to the Governors.

Written November 2017

Head Teacher:	Date:
Governor:	Date: