



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary

Religious Education

Harlescott Education Centre

Monkmoor Education Centre

Reviewed:	January 2022
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Responsibility:	Ashley Francis

Contents

1. Aims
2. Statutory requirements
3. Definition
4. Curriculum
5. Delivery
6. Roles and responsibilities
7. Parents right to withdraw
8. Training and monitoring arrangements

Appendix 1:

Shropshire Agreed Syllabus for Religious Education 2019

In 2014 Religious Education moved from a subject that was perceived as providing answers to one that is fundamentally about the exploration of questions. This was maintained in the review of the Shropshire Agreed Syllabus in 2019.

A new syllabus is to be launched in 2021/2022 and will be incorporated into the curriculum over the academic year. We aim to have made any changes to our current policies and planning so the New Shropshire Agreed Syllabus is implemented by the end of 2022.

Appendix 2:

Monkmoor and Harlescott Programme of Study Assembly Planner

1. Aims

The government-funded **Commission on Religious Education (September 2018)** found that *“learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes”*. The teaching of Religious Studies *“should include the study of atheism, agnosticism and secularism”* and, when taught well, *“enables young people to develop greater respect and empathy for others”*.

The TMBSS Religious Education policy very much reflects this broader interpretation of RE, embracing controversy, ethical debate and mutual understanding, and acknowledging that the principal aim of Religious Education is to help young people to develop their knowledge and understanding of a diverse range of experiences, insights, beliefs and practices.

2. Statutory requirements

RE: statutory requirements and curriculum information

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

All state schools must teach religious education. All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Taken from the current Shropshire Agreed Syllabus for Religious Education 2019 'The minimum recommended teaching time necessary to fulfil statutory requirements:'

R/Y1/Y2: 25 - 30 hours in each year
Y3/4/5/6: 35 hours in each year

As the majority of our pupils are on a dual placement in a mainstream school we share responsibility for the recommended teaching time with our mainstream partner.

3. Definition

The teaching of RE should ensure that pupils know and understand a range of religious and non-religious worldviews, so that they can:

- describe, explain and analyse religious and non-religious beliefs and practices, recognising the diversity which exists within and between individuals and communities;
- identify and investigate the questions posed and the responses offered by the world's religions and non-religious worldviews;
- appraise the nature and significance of religion and non-religious worldviews;
- appreciate the impact of faith, beliefs and values on individuals and communities;
- know and understand a range of responses to questions of meaning, purpose and truth;
- develop the skills needed to engage seriously with religions and non-religious worldviews, so that they can: describe them, interpret text, consider, analyse, and appraise evidence critically; explain some of the key concepts that underpin them; and articulate beliefs and values clearly in order to explain.

4. Curriculum

Religious Education is taught in conjunction with the National Curriculum.

This encompasses two attainment targets which are, by their nature, interconnected and reliant on each other:

- **AT1 – Learning about religion**
Pupils should be able to describe and explain a variety of religious and non-religious world views preparing them for adult life as citizens in a plural society.
- **AT2 – Learning from religion**
Pupils should draw from AT1 the understanding to articulate their own world view whilst appreciating that of others. From this process they should be able to come to a reasoned and reflective personal viewpoint.

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary. The Shropshire Agreed Syllabus of 2019 is currently under review.

5. Delivery

The Primary Co-ordinator has an oversight of delivery of the Breadth of Study, Key Concepts and Religious Questions addressed through the curriculum with respect to the recommendations in the Shropshire Agreed Syllabus for Religious Education. The model of delivery chosen, to best provide a coherence and progression, will reflect those best suited to the ability and needs of the pupils.

At TMBSS Primary there is a Core Offer and Extended Curriculum offer which has been in place since January 2022. The Core Offer is for morning and afternoon pupils who attend for 4 sessions weekly and have a partner school and the Extended Curriculum offer is for morning and afternoon pupils who attend for 5 sessions weekly as they do not have a partner school. Details of both the Core and Extended Curriculum offer are contained within the Medium and Long Term Plans. Religious Education is part of our Core Offer.

Due to time restraints related to the amount of time pupils spend at Monkmoor and Harlescott Education Centres Religious Education is not taught as a stand-alone subject and is instead incorporated into a once weekly assembly session of 30 minutes. The content of this session is timetabled to provide a breadth of study including Christianity and other world religions ensuring we are preparing our students for life in modern Britain. In addition, we link these sessions to British Values as required in the DFE legislation in 2014 stating that school must teach the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Where appropriate there may also be a Social and Emotional Aspects of Learning (PSHE) focus. Whether global or national, serious or fun, Awareness Days are a great way of introducing new concepts to our students and connecting them with real issues and the world around them. Some of these key Awareness Days are included in the weekly assembly rota.

SMSC

While SMSC education has multiple strands embedded across all subject areas, the weekly assemblies represent a key opportunity to focus on Spiritual, Moral, Social and Cultural elements.

The Spiritual aspect of SMSC is embedded in our assemblies with pupils often being given the opportunity to reflect on how the things they have learnt in that particular assembly can affect and influence their own lives.

Issues of Morality are covered through assemblies that consider the role of humans and the environment and the extent to which the application of laws and punishments can have a positive impact on society. Stewardship is also a key topic, allowing pupils to reflect on how the issues we face today can affect the world tomorrow. Younger pupils are encouraged to employ persuasive speaking strategies and to listen to alternative opinions empathically. We also reflect on issues of community cohesion through interfaith dialogue and discuss the effect religion has on individuals within society.

Religion, Morality and Social skills are underpinned by the culture we live in. Within Religious Studies pupils look at issues of how religion is shown in our culture by the media, and how religious beliefs affect and colour the culture we live in.

Within TMBSS the introduction of the Gridmaker system has encouraged staff to reflect on how SMSC can be incorporated in their planning and teaching, irrespective of their subject area; this has allowed this key strand of education to become embedded into the daily curriculum.

Wherever possible, pupils are encouraged to visit local places of worship and to meet religious leaders and practitioners within the wider community.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RE policy, and hold the headteacher to account for its implementation.

6.2 The Head of Service and Assistant Head

The headteacher and assistant head are responsible for ensuring that RE is taught consistently across the Primary Phase.

6.3 Staff

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the Head of Service.

6.4 Pupils

Pupils are expected to engage fully in RE and treat others with respect and sensitivity.

7. Parents right to withdraw

A parent's right to withdraw a pupil from Religious Education if they wish is recognised. The right to withdrawal does not extend to other areas of the curriculum where religious matters / issues may be raised.

8. Training and monitoring arrangements

Staff are trained on the delivery of RE as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The assistant head will also invite visitors from outside the school to provide support and training to staff teaching RE if required.

The delivery of RE is monitored by:

- Planning of assembly scrutinies and learning walks

This policy will be reviewed annually by Ashley Francis, subject lead. At every review, the policy will be approved by the governing body.