

RE & Collective Worship at Beormund

“I believe that Religious Education must be the sole concern of religious associations”

Mahatma Gandhi



Religious Education

Religion is one of the most powerful factors in the world in influencing the behaviour of people and their leaders and has been since the earliest times.

Intent

RE “Promotes the spiritual, moral, cultural, mental and physical development of our children at the school and of society; and prepares such for the opportunities, responsibilities and experiences of adult life.” (Education Reform Act. 1988 1.2)

RE promotes all The Fundamental British Values – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We plan our Religious Education curriculum in accordance with Southwark Agreed Syllabus. Where possible, we link RE to the school’s creative curriculum.

We look to introduce and develop the children’s understanding of the wide range of religions on a local level, national and worldwide to best meet the diverse culture they will experience across their lives. We will use religious events to generate debate and conversation, which will allow children to share their own experiences and listen to others.

Implementation

Key Stage 1 (ages 5 to 7),

The agreed syllabus requires that schools ‘reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain’ (The Education Act 1996).

This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity; at least one other principal religion; a religious community with a significant local presence and where appropriate a secular world view.

There are 12 support units on the Southwark teachers website, written by practicing teachers in Newham that schools can use to support RE teaching in their school

Big Questions in KS1

In year 1 the big question is ‘What does it mean to belong?’ investigating the relation between religion and belonging throughout the year.

In year 2 it is ‘Can stories change people?’, investigating the relationship between religious stories and action.

Key Stage 2 (ages 7 to 11),

The agreed syllabus requires that schools include six RE units in each year. There are 24 support units, on the Southwark teacher’s website, written by practicing teachers in Newham that schools can use to support RE teaching in their school.

This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity; at least one other principal religion; a religious community with a

significant local presence and where appropriate a secular world view.

Big Questions in KS2

In year 3 the big question is 'How are symbols and sayings important in religion? Investigating the relationship between religion and symbols.

In year 4 the big question is 'What is special to me and the people in my community? Investigating the relationship between religion and our neighbourhood':

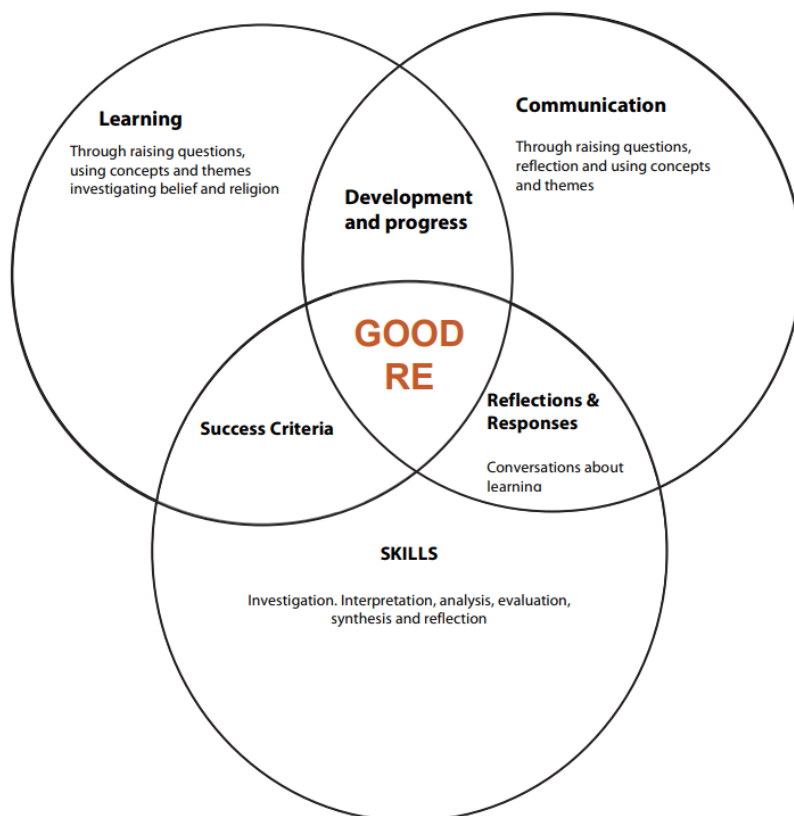
In Year 5 the big question is 'How do beliefs influence actions? Investigating the relationship between beliefs and actions':

In Year 6 'How important are the similarities and differences between and within religions? Investigating the relationship between secular and religious world views':

The objectives of teaching religious education in our school are to help children:

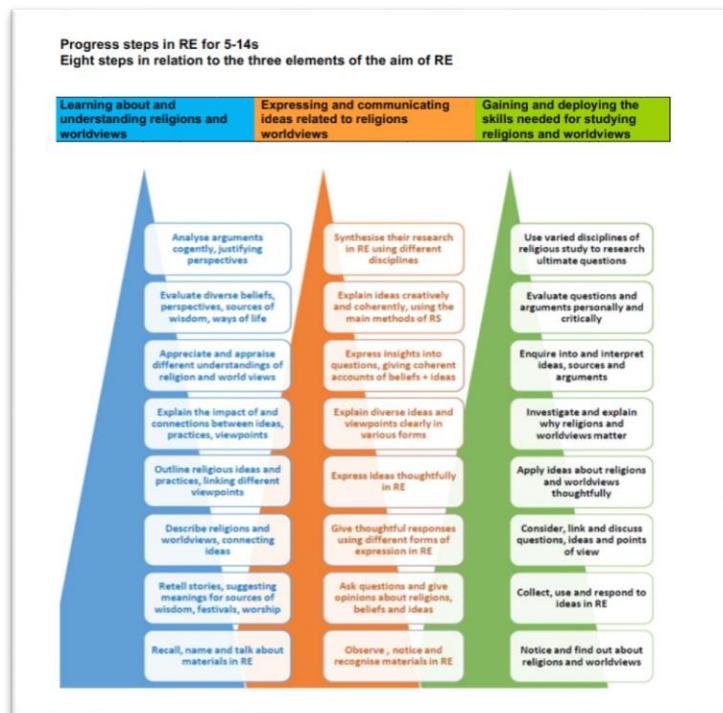
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs;
- acquire and develop knowledge and understanding of Christianity and other principal religions and non-religious world views represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teaching of the principal religions and beliefs represented in Great Britain;
- Enhance their spiritual, moral, cultural and social development.

GOOD RE IS WHERE ALL THIS COMES TOGETHER



Equal Opportunities and learning RE plays a crucial role in fostering a positive self-image. We provide opportunities for all children to recognise and challenge forms of bias such as stereotyping, which attempt to devalue particular religious groups or beliefs. Our teaching and learning styles in RE enable all children to build on their own experiences and to extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship, and talk to different faiths leaders.



The role of steps for progress in Religious Education

Steps for progress assist teachers in:

- planning schemes of work matched to the appropriate key stage;
- identifying sharply-focused and challenging tasks;
- assessing pupils' progress and identifying their next steps;
- explaining to pupils how they can make progress;
- recording and reporting on pupils' attainment and progress;
- evaluating the impact of teaching on learning.

Collective Worship

Collective worship plays an important part in the spiritual, moral, social and cultural development of children. We recognise that Collective Worship is not the same as Religious Education, but rather a means whereby the school community come together in order to celebrate and reflect upon those values that it considers important to promote. This occurs every day at Beormund as part of our assembly - four times per week in the assembly room and once in class, during which time staff may use the Personal, Social, Health Education (PSHE) curriculum; Social, Moral, Spiritual and Cultural Development (SMSC) materials or promote The Fundamental British Values.

Impact

The children at Beormund will have learnt about a wide range of religions and understand why people chose to, or not, follow a religion. It will allow the children to understand the core values of the society they live in and promote acceptance of what is already an incredibly diverse community around them.

Pupils will be able to make informed choices on how they live their lives and will have informed, positive values moving forwards. Children will be able to develop respect and sensitivity to all, including towards those people whose beliefs and faiths differ from their own.

To find out more about our RE curriculum, please email your questions to:

office@beormund.southwark.sch.uk