

# Headstart School



## Religious Education Handbook

## Part One

### Introduction

This handbook serves as an overview of the content and importance of Religious Education at Headstart School. It takes into account the many recent changes in Education, in addition to the vast changes to the subject in recent years. It builds on the 2017 East Sussex Agreed Syllabus for Religious Education, aiming to develop rigorous academic and personal skills in our pupils.

This handbook also explains the importance of the subject in supporting the whole school curriculum, building on the school's dedication to create a community of pupils who consider others, make positive contributions to society and become responsible citizens who will shape the future.

In light of current global events, we feel more than ever it is our duty to educate pupils in diversity, empathy and the ability to develop their own personal, informed opinions.

Our study plans are reviewed annually in response to current religious and ethical developments in the world.

*'It is vital in modern society that young people understand the worldwide range of beliefs, faith and religions. Our world is increasingly diverse and we must have both knowledge and understanding to make sense of what is happening and also to appreciate how the past has shaped the present and helps us learn lessons for the future.'*

*- Roy Galley, Chairman, SACRE, East Sussex RE Agreed Syllabus*

*June 2017*

## Section 1 The aims and importance of Religious Education

### Government Guidance

Religious Education is not a statutory part of the National Curriculum however at Headstart our pupils receive a broad and balanced curriculum based on one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Section 2 79 (1) School Standards and Framework Act.

Breadth and depth are achieved in RE, taking the following into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-

ranging study of religion and belief across the key stages as a whole.

- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

### **The aims and importance of Religious Education at Headstart**

The National Curriculum Framework for Religious Education offers a clear statement of aims for RE.

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
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- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

#### **To explore concepts**

Successful learners;

- develop a deep knowledge and understanding of key religious concepts;
- become religiously literate adults;
- are encouraged to learn about religion and explore the beliefs of others;
- develop the ability to contribute positively to society and cultivate an understanding and respect for others and themselves;
- value both the commonality and diversity present in the world through gaining an understanding and respect for the main world religions;
- ask ultimate questions.

#### **To explore opportunities for personal and spiritual development**

Confident individuals;

- expand their personal development through openness, exploring beliefs and questions and meanings
- consider their own experiences, giving rise to the opportunity to learn from religion
- develop a sense of identity and belonging
- develop their self-knowledge, self-esteem and self-confidence

- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

### **To explore communal responses to issues**

Responsible citizens who promote fundamental British values:

- explore their role as part of both local and global communities
- think beyond themselves and consider community issues
- distinguish right from wrong and respect the civil and criminal law of England
- accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- further tolerance and harmony between different cultural traditions by enabling an appreciation of and respect for their own and other cultures
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- enjoy opportunities for creative expression that is respectful and sensitive to others
- develop spiritual, moral, social, cultural and ethical awareness
- have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- develop an understanding of the importance of identifying and combatting discrimination.

### **The teaching and learning of Religious Education at Headstart School**

Pupils at Headstart School have Autistic Spectrum Condition (ASC) as well as complex needs. The planning of the curriculum area has to be clearly mapped out so that we address the educational needs of each pupil individually.

The aim of our RE lessons are:

- To offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.
- To deliver the New National Curriculum, differentiated to meet the needs of all pupils such that the full potential of each is realised
- The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning

- Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion
- Practice and development of oracy
- To promote a positive attitude to RE, including confidence, enjoyment and perseverance.
- To use a cross-curricular approach to enable pupils to transfer their learning of RE skills into everyday life and work.
- To encourage pupils to develop the ability to work both independently and in co-operation with others.
- The intent is to make sure that pupils understand the relevance of RE in today's modern world and how it affects our lives.

## **Section 2 Supporting the whole school curriculum**

### **Aim 1: Providing opportunities for all pupils to learn and achieve.**

The first aim of the school is to develop the pupils' knowledge, understanding, skills, values and attitudes that will enable them to participate in a multi-ethnic, multi-faith society and prepare for life as 'global citizens.'

Religious Education develops independent and interdependent learning and makes an important contribution to pupils' skills in literacy and information and communication technology. It promotes an enquiring approach and enables pupils to evaluate thoughtfully on their own and others' views, in a reasoned and informed manner.

### **Aim 2: Promoting pupils' spiritual, moral, social, cultural development and understanding of British Values.**

Religious Education plays a significant role in the promotion of spiritual, moral, social, cultural development and an understanding of British (human) values. It enables pupils to appreciate their own views, beliefs, ethics and cultures and how these impact on other individuals, communities, societies and cultures.

## **Section 3 Key skills and attitudes**

### **Key Central Skills**

- Reflection
- Communication/Expression
- Enquiry/Investigation
- Empathy
- Interpretation
- Reasoning
- Application

- Analysis
- Synthesis
- Evaluation

### **Key Functional Skills**

- Improving own learning and performance
- Working with others
- Personal learning and thinking skills
- Problem-solving
- Application of number
- Financial capability
- Creativity and culture
- Effective contributions to scientific, medical and health issues
- Links to employment, vocational and work-related learning
- Education for sustainable development
- ICT

### **Key Attitudes**

- Self-esteem
- Respect and sensitivity for all
- Open-mindedness
- Appreciation, awe and wonder

## Part Two

### Section 4 Schemes of Study for Key Stages 2, 3 and complex needs

	Religious Education at Headstart					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A (2022/23)	<b>Hinduism</b> God Hindu Worship Diwali Hindu Sacraments Hindu Scriptures Pilgrimage		<b>Judaism</b> Shabbat Rosh Hashanah Yom Kippur Sukkot/Succot Hannukah/Chanukah Pesach/Passover Shavuot The Synagogue		<b>Jesus</b> What Christians Believe about Jesus The Blessed Virgin Mary Jesus the Story Teller Jesus the Miracle Worker	<b>Worship</b> The Trinity The Church Christian Worship Prayer
Year B (2023/24)	<b>Islam</b> Muhammad The Qur'an The Shahadah Salat Zakat Sawn Eid-Ui-Fitr Hajj The Masjid		<b>Christianity</b> Shrove Tuesday Ash Wednesday Lent and the Temptations Mothering Sunday Palm Sunday The Last Supper Good Friday Holy Saturday Easter Day and the Resurrection		<b>Sikhism</b> God The Sikh Gurus The Guru Granth Sahib The Guru-Dwara Sikh Worship Rites of Passage	
Year C (2021/22)	<b>Christianity and The Nativity Story</b> God The Bible Creation and Fall Moses The Ten Commandments The Annunciation Angels in the Christmas Story The Birth of Jesus The Epiphany Candlemas		<b>Buddhism</b> The Buddha The Dhamma The Sangha Meditation and Worship Buddhist Scriptures		<b>Commitment</b> Baptism Confirmation Eucharist Holy Matrimony Reconciliation Ordination	

### Section 5 Schemes of Study for Key Stage 4

	Religious Education at Headstart					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A (2022/23)	<b>Religion, Crime and Punishment</b> Religion and the Law Crime Forgiveness Punishment The Death Penalty		<b>Beliefs, Teaching and Practices: Judaism</b> Key Beliefs Life After Death Worship Duties Festivals Family Life		<b>The Life of Jesus</b> The start of Jesus's Ministry Miracles Final Days in Jerusalem The Kingdom of God People disregarded by society Faith	
Year B (2023/24)	<b>Beliefs, Teaching and Practices: Islam</b> Key Beliefs Life After Death Worship Duties Festivals		<b>Relationships and Families</b> Beliefs Sexuality and Relationships Contraception Marriage and Divorce Families Gender Equality		<b>Religion, Human Rights and Social Justice</b> Attitudes to Equality Human rights Freedom of Belief Social Justice Wealth and Poverty	
Year C (2021/22)	<b>Beliefs, Teaching and Practices: Christianity</b> Introduction to Christianity The Trinity Creation Evil and Suffering The Afterlife Jesus Christ The Sacraments Pilgrimage Prayer Christmas Easter The Church		<b>Religion and Life</b> The Origins of the Universe The Environment Abortion and Euthanasia The Afterlife Miracles Revelation		<b>Religion, Peace and Conflict</b> Peace and Conflict Weapons of Mass Destruction Peace making	



## **Aims of Assessment**

### **Part Three**

#### **Section 6** Assessment

##### **Aims of Assessment**

- To provide pupils with information about how well they are doing and how they can improve.
- To help teachers monitor, moderate and evaluate pupil progress.
- To provide teachers with information to help them plan appropriate learning activities.
- To inform teachers of the effectiveness of their planning and teaching.
- To inform parents and guardians about a pupil's attainment and progress.

##### **Forms of Assessment**

Religious Education uses a range of diagnostic, formative and summative assessment to monitor and enhance pupil progress. These assessments are based on a mixture of knowledge content and academic skills.

All assessment will be marked by the class teacher, following Headstart's Marking and Feedback Policy, including the use of Solar and the Headstart Steps.

#### **Section 7** Planning and delivery

The subject can be delivered using a number of different pedagogies. It is the recommendation of the Locally Agreed Syllabus that a variety of approaches are used. Some of those adopted by the department include the whole person rationale, human development rationale, phenomenological and critical realist approach.

#### **Section 8** The contribution to other curriculum subjects

The subject is by nature cross-curricular. For full details of the cross-curricular links with English, Maths, Science, ICT, Art and Design, Citizenship, Design and Technology, Drama, Geography, History, Modern Languages, Music, PE and Dance, please see the East Sussex RE Agreed Syllabus June 2017.

##### **Contributions to pupils' use of language**

Pupils:

- Acquire and develop a specialist vocabulary.
- Use language precisely and cogently.
- Communicate their ideas with depth and precision.

- Listen to the views and ideas of others.
- Are enthusiastic about the power and beauty of language.
- Develop their speaking and listening skills.
- Learn strategies to help them read with understanding.
- Read and interpret sacred texts at an appropriate level.
- Write in different types such as poetry, diaries, stories, extended writing.
- Evaluate clearly and rationally, using a range of reasoned, balanced arguments.

## English

Of all the subjects in the curriculum, English is in many ways the one with which Religious Education has the strongest connections.

In terms of speaking and listening, learning in Religious Education can help pupils to;

- listen well to the viewpoints of others;
- use specialist vocabulary with increasing accuracy and fluency;
- structure ideas and viewpoints clearly;
- make relevant comments on their learning;
- articulate their own views and ideas using reasoned arguments;
- develop a sensitivity and tolerance towards the views and values others through role play and improvisation;
- appreciate that performance can evoke a rich variety of emotions including catharsis in tragedy.

In terms of reading, Religious Education can help pupils to:

- explore a range of key stories, teachings and sayings from different religions;
- distinguish between facts, opinions and beliefs;
- make connections between different parts of a text;
- reflect on how the contemporary media conveys the place of religion in the world e.g., newspapers, magazines, articles, leaflets, advertisements; consider how and why texts have been influential and significant;
- compare texts, looking at style, theme and language, identifying connections;
- understand the different ways in which humans have given expression to their hopes and fears through myth, legend, parable, biography, poetry, song and hymn; reflect on how ideas, values and emotions are explored, can change over time and are portrayed in language and literature.

In terms of writing, Religious Education can help pupils to:

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs;
- present material clearly, using appropriate layout, illustrations and organisation; develop logical arguments and cite evidence;

- allow pupils to tell their own stories and those of others in the written word; analyse critically their own and others' writing;
- use specialist vocabulary accurately and consistently;
- use a variety of writing styles e.g., diaries, poetry and structured essays to convey their learning.

## Overview

Religious Education provides a unique forum for pupils to personally develop within an academic discipline, which gives them real tools for living once they have left the school environment.

*It 'provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.'*

*- Qualifications and Curriculum Authority, 2004.*

## Right to Withdraw

Legislation allows parents a right of withdrawal from all or part of the subject. The parent/carer should write to the head teacher regarding this matter. Parents should be aware that they are legally required to provide work of a religious/faith/belief-based nature as a substitute. If religion is taught within another discipline e.g., during a History unit, the parents cannot legally ask for withdrawal.