



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

RELIGIOUS EDUCATION POLICY

Wayne Murphy, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



' Opening Doors To The Future '
' Agor drysau i'r dyfodol'

Original Completion Date

March 2015

Author

Claire Jenkins, Teacher

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Aim of the curriculum

At Greenfield we aim to:

- Create a safe, happy and supportive environment
- Promote a stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Meet individual needs through an imaginative and flexible approach
- Encourage all learning to achieve their full potential
- Develop their self esteem and self knowledge and belief in themselves
- Express themselves in a variety of ways and give them time to reflect on their own experiences.

Teaching and Learning strategies and planning

Greenfield School is a community within which pupils learn about their personal development. They learn from their relationships with their teachers and other staff and also with each other. They also learn from observing how adults behave with one another and with the pupils. Children learn to care for others, to be generous, kind and respectful. Good experience in personal relationships in early life will make a most important contribution to an understanding of moral and spiritual values when they are older.

At Greenfield school the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Allow them to develop a range of personal values, which may include a religious belief
- Allow them to consider the deeper meanings in familiar features of the natural world and their own experiences – develop a sense of curiosity through reflection on their own and other people's lives and beliefs
- Develop their self-esteem and self-knowledge and belief in themselves
- Encourage the development of relationships and the need to show empathy for others
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
- Explore the values of others for example in stories, drama, music, art and religious education
- Allow them to understand, express, use and control feelings and emotions
- Explore and encourage respect for beliefs of other people in the school and the wider community

Some of the ways in which Spiritual Development is nurtured at Greenfield school are:

- Educational visits, to expose pupils to a range of experiences, which may promote a sense of awe and wonder
- Achievement certificates, stickers and awards to develop the pupils' self esteem
- Pupils are encouraged to work as advocates for less able pupils and with supervision to support younger pupils
- The PSHE programme which develops self-esteem and knowledge
- Elected Student Council for pupils to advocate their views and concerns
- Visiting musicians, artists and science specialists who provide interactive workshops
- Displays of pupils' work
- Drama Therapy sessions, expose pupils methods to raise self-esteem and self-awareness and express emotions
- School basic Counsellor will assist pupils in understanding and controlling feelings and emotions
- Supervised and filtered access to the Internet

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. *The school has a well-established Behaviour Policy and the staff actively promote, the notion of avoiding confrontational behaviours at all times.*

The school has a code of conduct:-

- We are kind and considerate
- We help others and listen to what they have to say
- We walk quietly around the school
- We follow our classroom rules
- We keep a safe and tidy school
- We keep ourselves looking neat and clean

Some of the ways in which Moral Development is promoted at Greenfield School are:

- Clear models of good behaviour
 - Turn taking games
 - Drama and role-play and story telling
 - Group work and discussions
 - Assembly themes
 - Fund raising activities for others
 - Incidents, which occur in school which, may give an opportunity for teaching about morality and behaviour
- Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

At Greenfield School the pupils will be encouraged to:

- Maintain and develop relationships within the school
- Work successfully with other children and adults in the school community
- Participate co-operatively and productively in the school community
- Respond to the opportunities being offered to show initiative and to take some responsibility for their own learning
- To become co-operative and productive members of the community beyond school
- Gain an understanding of society through their family and carers, the school, local and wider communities

Some of the ways in which Social Development is promoted at Greenfield School are:

- Clear models of good behaviour when in beyond the school community
- Turn taking games
- To become safer in the community, pupils are made aware of Stranger Danger and Road Safety
- Integration in to the local community at relevant levels (*accessing facilities in local community / inclusion projects with Main Stream Schools*)

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise those similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- Broaden, develop and enrich their interests and insights

Some of the ways in which we promote cultural development at Greenfield School are:

- Educational visits
- Religious Education programme
- Collective worship
- Assemblies
- Topic work
- Sensory experiences from other cultures
- The overall ethos of the school
- Visiting artists, musicians, and people from other cultures
- Visits to the libraries and museums
- Access to the Internet (Supervised)

Differentiation

Pupils will access a broad and balanced curriculum which is appropriate and relevant to their needs. All ranges of ability will be taken into consideration when planning activities throughout the key stages.

Planning and all planned activities should be differentiated, using a wide range of styles, taking into consideration the wide range of learners we have. Resources should be sourced and adapted to support all learners, supporting ASD pupils and pupils with visual impairment.

Skills across the curriculum

Religion as a subject is enriched by many aspects of human experience. It provides some cross curricular suggestions for linking religious education with a range of subjects across the curriculum such as exploring links between, religion and the arts and culture, religion and ethics, religion and history, religion and science

Religious Education development is used across the curriculum, with pupils' knowledge and understanding being developed through a range of experiences. Pupils will be able to develop their knowledge and understanding of Religious Education through all aspects of the curriculum. All key stages can interpret Religious Education through Literacy, Art, Geography, History and PSHE.

Curriculum Cymreig

Religious education contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

Religious education contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world. Religious education helps learners develop positive attitudes to help them deal with challenging moral and religious issues with sensitivity, thus providing common ground for collaboration and exploration of common values and beliefs within Wales, Europe and the World.

PSE

Religious education contributes to personal and social education through exploration of the spiritual, moral, social and cultural dimensions. Learners develop understanding of and respect for various world religions and explore how religion impacts on decisions made, and lifestyles adopted by individuals and societies within various cultures around the world. Learners focus on the desire of many religions to foster values and aspirations such as equality, justice, responsibility, peace and morality through such things as social action, sustainability and global citizenship. Learners will also be encouraged to question the values and aspirations of their own lives, the lives of others and of society.

Careers and the world of work

Religious education contributes to careers and the world of work by providing insight into how religion influences believers in their choice of career and the standards expected of them in their working lives.

Community cohesion and understanding in the work place can be enhanced through knowledge of essential religious, cultural and ethical beliefs and practices (e.g. dress codes, festivals, death rituals, etc.). These are essential knowledge for occupations such as medicine, politics, law and education, as well as for occupations relating to travel, entertainment, media and the armed forces, and in fact for all citizens in our multicultural world.

In the drive to create a just and equitable society learners can evaluate various religious and moral perspectives relating to, for example, employment rights, ethical entrepreneurship, business ethics, money lending/borrowing, and promoting sustainable green industrial processes and practices. In addition, RE contributes a variety of transferable skills such as insight, problem solving, critical thinking, the ability to evaluate differing perspectives and weigh up consequences, etc. All of these skills underpin many of the qualities needed in today's challenging, complex and ever changing world of work.

Progression in Religious Education

- Foundation phase

Staff will deliver the National Curriculum based on the Framework for Children's Learning for 3-7 year olds in Wales. It is important in the foundation phase to give the pupils a broad, play-based experiences of RE in a range of contexts. Pupils can role play and use story sacks to understand the key factors that make up a variety of religious celebrations and festivals.

- Key stage 2

Staff will deliver the National Curriculum Framework for Key Stage 2. Pupils will build on their knowledge and understanding from the Foundation Phase.

Pupils should be given opportunities to develop their skills, and their knowledge and understanding of Christianity and the other principal religions, and use these to raise and respond to fundamental human and religious questions. This should be carried out through the interrelationship of the three core skills of the subject.

1. Engaging with fundamental questions 2. Exploring religious beliefs, teachings and practice(s) 3. Expressing personal responses. Pupils will also discuss their religious beliefs when compiling their transition plans for their Annual Review.

- Key stage 3

Staff will deliver the National Curriculum Framework for Key Stage 3. Pupils will build on their knowledge and understanding from Key Stage 2. Pupils will continue to develop skills through the interrelationship of the three core skills of the subject. 1. Engaging with fundamental questions 2. Exploring religious beliefs, teachings and practice(s) 3. Expressing personal responses Pupils should be given opportunities to develop skills through engaging with: The world, Human Experience and Search for meaning. Pupils will also discuss their religious beliefs when compiling their transition plans for their Annual Review.

- 14-16 and Post 16

Staff will deliver Religious Education through existing accredited courses. Pupils will be able to carry out research linking in to Essential Skills Wales Communication and ICT at varying levels. At this level pupils will be off site and will have the opportunity to explore how religion is represented in their community.

Pupils will be able to explore Religious Education through units in Personal Progress such as 'Engaging With The World Around You' and explore Religion in Art the units such as 'Exploring Art'. Pupils will also discuss their religious beliefs when compiling their transition plans for their Annual Review.

Literacy and Numeracy Framework

Literacy (LNF) incorporates developing Oracy across the curriculum - reading across the curriculum and writing across the curriculum.

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.

Developing Numeracy (LNF) – numeracy framework- incorporates all aspects of developing numeracy across the curriculum.

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their knowledge and skills of number, shape, space, measures and handling data.

The role of the Religious Education Co-ordinator

- To undertake occasional (at least annual) audits of school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To organise a termly secondary department spiritual or interactive, multi-cultural event in liaison, and with the support of the R.E. co-ordinator.
- To organise occasional, whole school or primary events, as above.
- To compile and update a bank of resources (including artefacts and books) to support teachers in helping pupils to learn about other cultures
- To compile and update a portfolio (photographs and programmes) to record the school's support for Religious Education.