



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Religious Education

Harlescott Education Centre

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Responsibility:	Ashley Francis

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Appendix 1:

Shropshire Agreed Syllabus for Religious Education 2021-26

This agreed syllabus was written by 'RE Today' on behalf of Shropshire County Council and Shropshire SACRE. This new syllabus equips school leaders, subject leaders and teachers with the tools needed for high quality RE across all key stages.

The vision of this agreed syllabus is of RE for all. Every student can achieve and benefit from their RE, including all students with Special Educational Needs and Disabilities (SEND).

RE is a statutory part of the core curriculum for all students, including those with learning difficulties. students with SEND are found in all contexts, and all teachers are teachers of students with SEND. Good-quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all students. RE provision for different groups of students will vary but all students should be included in RE.

Appendix 2:

Harlescott Programme of Study Assembly Planner

1. Aims

The 2021 Shropshire Agreed Syllabus enables open, enquiring, exploratory RE, suitable for students who have a religious worldview of their own as well as for those who have non-religious worldviews. It also enables exploration of a diversity of views that lie within each religious and non-religious worldview.

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 in England

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 students; and**
- **prepares students 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)

Special schools should ensure that every student receives RE 'as far as is practicable'.

(The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A).

Every student has an entitlement to religious education (RE).

RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered students in state-funded schools in England.

(School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80).

Taken from the current Shropshire Agreed Syllabus for Religious Education 2021-26
'The minimum recommended teaching time necessary to fulfil statutory requirements:'

R/Y1/Y2: 36 hours in each year

Y3/4/5/6: 45 hours in each year

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

3. Definition

The 2021 syllabus emphasises RE's contribution to the personal development of students. RE is not simply about gaining knowledge and understanding about religious and non-religious worldviews. It also helps students to develop their own worldviews – their own understanding of the world and how to live, in the light of their learning, developing their understanding, skills and attitudes. Most students in Shropshire schools will not have a religious worldview, and RE offers opportunities to explore some of the big questions addressed by religious traditions and non-religious philosophical convictions. Through their encounter with the responses of these traditions to big questions, students will learn that having a good and meaningful life and being a good person are achievable by anyone regardless of whether they are religious or not. RE also makes a significant contribution to students' spiritual, moral, social and cultural development, as well as giving opportunities for exploring British values.

The 2021 Shropshire Agreed Syllabus sets out the required study of religions and beliefs (religious and non-religious worldviews) in each key stage, with scope for including worldviews represented locally, both religious and non-religious.

4. Curriculum

Religious Education is taught in conjunction with the National Curriculum.

These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all students:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Our curriculum is set out as per **Appendix 2**.

5. Delivery

The Primary RE 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 coherence and progression, will reflect those best suited to the ability and needs of the students.

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced RE curriculum although it is not covered in the same depth as it would for a student accessing fulltime mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Students will access at least 1 weekly session of RE regardless of which Model they access.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day RE is taught.

At Harlescott Education Centre 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 schools 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 students 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 students to reflect on how the issues we face today can affect the world tomorrow. Younger students 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 students 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 highlighting coverage of SMSC in weekly planning 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. The Gridmaker system is also used to record the delivery of the different strands of SMSC.

Wherever possible, students 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 Executive Headteacher to account for its implementation.

6.2 The Executive Headteacher and Head of Primary

The Executive Headteacher and Head of Primary 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 students

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 Executive Headteacher.

6.4 Students

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

7. Parents right to withdraw

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

(School Standards and Framework Act 1998 S71)

Where the student has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the student to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. 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 Head of Primary and subject lead 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 the subject lead. At every review, the policy will be approved by the governing body.