

## St Stephens Community Academy Faith and Belief (RE) Policy

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

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Recommended	
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Advisory Committee	Local Governing Advisory Bodies ADMAT Resources and Staffing
Linked Documents and Policies	SSCA Collective Worship Policy 15 SSCA Collective Worship Timetable SSCA Spiritual, Moral, Social & Cultural Policy 15 SSCA Schemes of Learning 15

# Faith and Belief (RE) Policy

## Our Vision

St Stephens Community Academy is a caring place where everyone feels valued, motivated and supported so all can move together towards a bright, positive and successful future.

## Our Aims

We want our children to be:

- 1) **Safe and Strong** – To have a healthy body and mind
- 2) **Self-Confident** – To have high self esteem and self-confidence
- 3) **Socially Aware** – To be global citizens with good social skills
- 4) **Skilled** – To have learning skills for the modern world
- 5) **Soaring Stars** – To have a love of life in all its forms

We believe the Faith and Belief learning contributes to all of these aims.

## Importance of Faith and Belief

Exploring Faith and Belief provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

St Stephens Community Academy Faith and Belief Curriculum will develop children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. In our Curriculum these are Hinduism, Islam, Judaism and Sikhism. The school Faith and Belief curriculum also reflects the Cornish history, traditions and spirituality of the locality in which children live. The curriculum supports the SACRE Cornwall Agreed Syllabus requirements of 2011.

Consideration is also given to other non-religious perspectives such as humanism.

Faith and Belief learning offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

In our curriculum there are two central attainment targets.

- AT1 Learning **about** Faith and Belief
- AT2 Learning **from** Faith and Belief

In Learning about Faith and Belief children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning from Faith and Belief children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

## Key Skills

Faith and Belief is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### Key Attitudes

As with skill development the Faith and Belief curriculum has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

### Expectation and Standards

At St Stephens Community Academy standards are assessed using the latest National Curriculum.

By the end of Key Stage 1 the vast majority of children can use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others' experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 the vast majority of children can describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on people's lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others' lives. They can also describe what inspires and influences themselves and others.

### Approaches Teaching and Learning

Faith and Belief is an exciting curriculum subject so we employ a variety of teaching methods. These include:-

- Visiting local places of worship and receiving visitors from faith communities
- Using cross curricular approaches through art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas □  
Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

### Structure of the Curriculum

Faith and Belief is taught through a range of religions and beliefs and key questions. These are outlined in the attached Faith and Belief Scheme of Work. Basic time allocations are detailed below for each Key Stage. Each unit of work may be taught over the course of a half term or blocked into a shorter period of time.

<b>KS1</b> = 1hr per week or 36 hrs per year <b>KS2</b> = 1hr 15m per week or 45 hrs per year	<b>Faith and Belief Curriculum Coverage</b> 60% Christian focus – two terms per year 40% World religion focus – one term per year
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## **Early Years Foundation Stage**

RE in the Early Years Foundation Stage promotes the spiritual, moral, social and cultural development of the child. In order to do this effectively, times for quiet reflection are built into lessons. Teaching in RE primarily focuses on Christianity as this is the main cultural and religious heritage that pupils will encounter in Cornwall and other religious traditions are added where they are relevant to the context or the outcome of a particular piece of work.

Religious Education through planned, purposeful play and through a mix of adult-led and child-initiated activity can make an active contribution to the following areas: Communication and language; Personal, Social and Emotional Development; Understanding the World and Expressive Arts & Design. All topics are taught in an active, creative and play-based way, utilising the outdoor and indoor classroom as well as using ICT as a tool for learning.

### **Contribution of Faith and Belief to Children's Spiritual, Moral, Social and Cultural Development**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain

### **Contribution of Faith and Belief to Children's Moral Development**

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

### **Contribution of Faith and Belief to Children's Social Development**

- Considering how religious and other beliefs lead to particular actions and concerns. □  
Reflecting on the importance of friendship and positive relationships.

### **Contribution of Faith and Belief to Children's Cultural Development**

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination. □ Challenging stereotypes of religion and beliefs.

### **Contribution of Faith and Belief to the Use of Language**

- Acquire and develop a specialist vocabulary □ Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing. □ Highlight their ideas and those of others.

### **Contribution of Faith and Belief to the Use of IT**

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use e-mail and video conferencing to collaborate with other schools in different locations.

- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

### **Assessment and Recording**

In Faith and Belief we provide annual reports based on the assessment of children's learning after each unit of work. Reports provided a brief summary of the work covered, a summary of the standards achieved and how the child can improve their learning. We also recognise that some of the most important learning in Faith and Belief (e.g. how Faith and Belief contributes to spiritual development) cannot be formally assessed. What we do assess is children's progress against the level descriptors in the local agreed syllabus.

### **Rights of Withdrawal**

We firmly believe that Faith and Belief is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of Faith and Belief on the grounds of conscience. We do encourage parents to contact the Head of School if they have any concerns about Faith and Belief provision and practice at the school.

### **Learning Resources**

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, DVDs, music, artefacts and CD ROMs. We try to ensure our Faith and Belief curriculum is a lively, stimulating one which engages all children.

### **Inclusion**

We will try to use specific resources to support children with special educational needs and those with specific talent in Faith and Belief. We believe that all children have a right to high quality learning whatever their individual needs. Delivery of the Faith and Belief curriculum will be differentiated to ensure all children have access to appropriate support and challenge.

St Stephens Community Academy values the contributions of everyone and appreciates diversity.

### **RRSA:**

Within our Faith and Belief teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

Faith and Belief relates to the UNCRC articles:

Article 2 (equality): 'The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.'

Article 7 (equality): 'Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.'

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 14 (freedom of expression): 'Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 30 (equality): 'Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

### **Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.

### **Other relevant policies / documents**

The following policies need to be born in mind when reading this policy:

- SSCA Collective Worship Policy 15
- SSCA Collective Worship Timetable
- SSCA Spiritual, Moral, Social & Cultural Policy 15
- SSCA Schemes of Learning 15

This policy will be shared with all staff and be available on the academy website.

### **Review timetable**

This policy was agreed by the Local Governing Advisory Body in the Autumn Term 2015. It will be reviewed and updated by the Faith & Belief Leader in the Autumn Term 2017.

Signed .....

Head of School

Signed .....

Chair of Local Governing Body