



Religious Education; Spiritual, Moral, Social and Cultural Education; and British Values Policy

"Celebrating the Individual and Building a Team."

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Overview of Religious Education; Spiritual, Moral, Social and Cultural; and British Values at

Wordsworth Primary School:

At Wordsworth Primary School RE, SMSC and British Values underpin our entire whole school vision. We understand that every child has a unique personality with individual attributes and ambitions, different backgrounds and needs. We embrace diversity and value every child, their views and experiences. We fully accept the responsibility of creating a learning experience that nurtures the individual child to achieve their full potential academically, socially and emotionally. We want all our children to lead happy and fulfilled lives in and out of school, making a positive contribution to society. We therefore strongly believe that:

- ✓ *Every child has the right to a broad, balanced and engaging curriculum which is effectively differentiated to meet their needs, whatever these may be.*
- ✓ *Every child has a right to reach his or her full potential, regardless of additional needs or abilities.*
- ✓ *Every child has the right to feel happy, safe and secure at school.*
- ✓ *Every child has the right to a high quality education that enables them to become confident, successful and enthusiastic learners and valued members of their community.*
- ✓ *Every child has the right to a curriculum that will open up a curiosity and understanding of the world they live in and prepare them for a future defined by rapid change.*

Our relationships across the school community are based on integrity and trust, tolerance and mutual respect, cooperation and compassion. We value fun and enjoyment and we have a love of learning. Everyone has a voice and values the opinions of others. We are committed to a culture that supports individuality within a team ethos. We invite everybody in our school community to be

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learners and leaders. We promote curious and objective minds that embrace change as an opportunity with a new energy.

We strive to empower every member of the wider school community to take responsibility and make a difference to not only their lives but the life of our school, our environment and society. We respect and value both diversity and individual achievement as enriching to our school and local community. We are open to new experiences, welcome visitors and go out to engage with the wider community. Our learners know that their small actions really can make a positive contribution to their world. Our leavers will be confident life-long learners who will light and shape our rapidly changing world.

To achieve all of this, at Wordsworth we teach, model and promote a range of knowledge, skills and attitudes as part of our broad curriculum for Religious Education; Spiritual, Moral, Social and Cultural Education and British Values. We teach these aspects through specific parts of our curriculum, including:

- PSHE- Personal, Social, Health and Citizenship
- SEAL- Social, Emotional Aspects of Learning
- RE- Religious Education
- Philosophy for Children (P4C)

Other aspects are complemented through other curriculum areas, in a creative cross- curricular, 'Topic' approach, including:

- History
- Geography
- English- Speaking and Listening
- PE-Physical Education
- Creative Arts and Outdoor learning

The teaching of 'British Values' includes:

- Democracy
- The Rules of Law
- Tolerance of those of different faiths and beliefs
- Acceptance and Mutual Respect
- Individual Liberty
- Freedom



On the following pages you will see what objectives are covered within these areas and how we teach and promote them.

Our Curriculum:

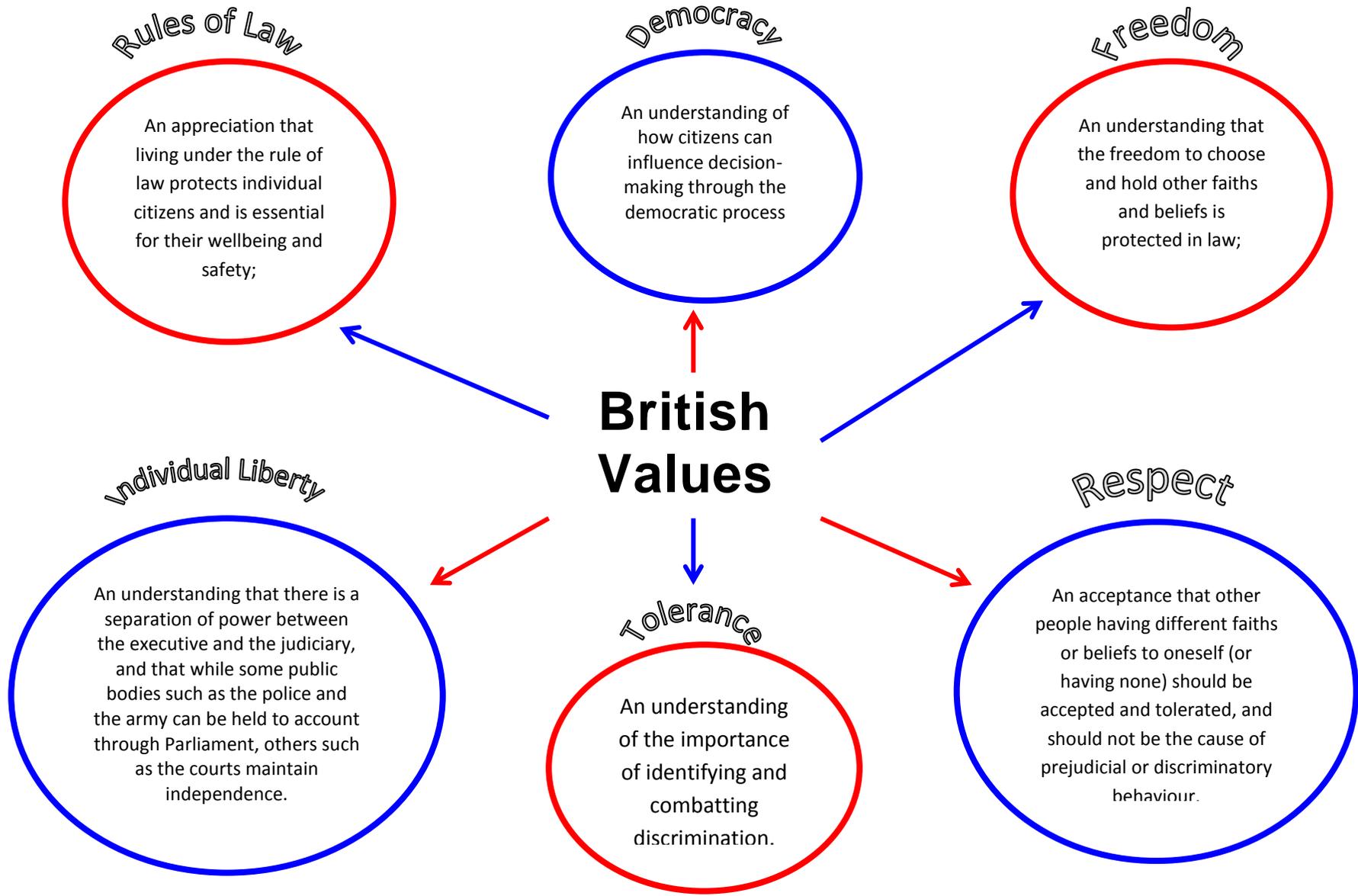
<p>Rules of Law</p> 	<p>In Wordsworth primary School, we teach the purpose of rules at many levels, this includes classroom charters; playground rules; our whole school Golden rules, which are: <i>Always try your best. Always respect others. Always respect the school and the grounds. Always be polite and friendly</i>; and finally our school’s core values: fairness and honesty, respect and tolerance, cooperation and friendship, compassion and forgiveness, resilience and reflection. We also teach about the consequences of these rules being broken through our clear and structured behaviour policy. We have a clear anti-bullying policy which we teach and promote through our everyday practice as well as part of clear units and assemblies. Pupils at Wordsworth also promote the rules as well as staff through use of House Captains, Sports Leaders, Monitors and Buddy systems. We teach about the Law, Police and Injustice of Crime through our PSHE and Citizenship education. This covers teaching about what happens in society when laws are broken; as well as discussing what rules there are in the community. We have links with the local PCSOs and have visiting speakers from other public services to complement our provision in this area.</p>
<p>Tolerance of those of different faiths and beliefs</p> 	<p>At Wordsworth Primary School we are comprised of a large multi-ethnic, multi-faith composition of children, their families and our school staff. This diversity can be seen and is reflected in our broad RE curriculum. Like our teaching of the rule of law, <i>Tolerance of those of different faiths and beliefs</i> is taught and linked in with that teaching and our RE curriculum in every available aspect; it may be discreet or explicitly taught depending on the context of the teaching. It is at the heart of our school’s philosophy of “Celebrating the Individual and Building a Team.” We understand that everyone is different, that they are individual, but we work towards creating a culture of understanding and tolerance that creates a cohesive and nurturing team regardless of their race, gender, cultural background, ability, faith and beliefs.</p>
<p>Democracy</p> 	<p>We have an active School Council at Wordsworth and our members are elected by their classes through a democratic process of writing and presenting manifestos and voting. Our school council undertake a number of responsibilities such as feeding back class issues and requests; finding solutions to issues; meeting and liaising with visitors to the school; organising school events and voting and taking action on wider issues. We also elect House Captains and Deputy House Captains following a similar democratic process. On a day to day class level, democracy is modelled through systems such as debating issues fairly and voting on shared rewards. We teach that everyone has a voice, regardless of their background, needs or abilities and encourage children and parents to suggest ways in which we can improve as a school.</p>
<p>Freedom</p> 	<p>We actively promote that children have choices. We teach them about how to make sensible choices, taking others feelings and opinions into consideration through units such as ‘Peer Pressure’ and ‘Choices’. We teach children that everybody is allowed an opinion through topics such as ‘Celebrating Similarities and Differences and ‘I Want To Be...’ and how those opinions can be shared. We teach children to take risks knowing they are in a safe environment, including speaking and listening opportunities using pedagogical approaches like ‘Conscience Alley’ and ‘debates’ when considering particular issues. We also encourage children to participate on wider school issues, including supporting topic planning by sharing what they would like to learn about with staff.</p>

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	<p>We also involve parents in having a voice for themselves and their children through regular 'Parent Forums' and regular invitations to meet and contribute to our very active parents group: The WSA (Wordsworth School Association).</p>
<p>Individual Liberty</p> 	<p>We teach life skills through our curriculum and complement these with a strong focus on independence. We teach our children about how to keep themselves safe, how to manage money and maintain a healthy lifestyle. We also teach them about protecting themselves from illness and drugs and to be aware of internet dangers and issues, as well as being a member of different communities. While we teach independence we also promote that working together is of great importance too and do this through class, house and whole school reward systems as well as through PE as part of teamwork and fair-play.</p>
<p>Acceptance and Mutual Respect</p> 	<p>We teach about antisocial behaviour and racism and that these are present but unacceptable parts of our society. Through our RE curriculum we teach about different faiths and beliefs including Christianity, Buddhism, Islam, Hinduism, Judaism and Sikhism. We also promote EAL friendly classrooms and celebrate other faiths and cultures through other curriculum areas and as stand-alone topics. An example of this would include celebrating other cultural festivals such as 'Chinese New Year' or 'Eid' as part of our school calendar. Moreover, we incorporate lessons where EAL pupils can share their language and culture with their class. We also teach French to all the children through our 'Rigolo' programme, encouraging them to enjoy and celebrate other languages.</p> <p>Through our PSHE and SEAL curriculum we teach friendship skills through units such as 'Getting on' and 'Relationships' and promote that we are all different but special through units such as 'Friends' and 'Sharing and Giving'.</p> <p>This teaching is also incorporated in the Early years Foundation Stage, in Year R PSHE is focussed on building mutual respect through focus on turn taking, building relationships, resolving conflicts, adapting behaviour to different circumstances, negotiating and sharing, talking and listening to others, being a good friend, showing sensitivity to others feelings and adapting to change. Through 'Knowledge and Understanding of the World' in Year R we teach about different customs and communities, similarities and differences between ourselves and other communities, different places and occupations.</p>

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	PSHE, Safeguarding, Digital Literacy & Citizenship 	Growth Mindset/ SEAL/ Values 	RE 
Year R	<ul style="list-style-type: none"> ➤ People who help us ➤ Road safety ➤ Digital Literacy ➤ Relationships and choices- it is O.K to be different. ➤ Positive Mental Health ➤ Relationship and Sex Ed- PANTS, Stand up, Speak Out. 	<ul style="list-style-type: none"> ➤ Team Work ➤ Resilience ➤ Ambition ➤ Diversity ➤ Creativity ➤ Empathy 	<ul style="list-style-type: none"> ➤ A2: Celebrating Birth (A) ➤ Sp1: Specialness (Things) (A) ➤ Sp2: Celebration / New Life (A) ➤ Su1: Remembering (A) ➤ Su2: Change (A)
Year 1	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Community ➤ Safety in and Around the home + Anti- Bullying ➤ Digital Literacy and Citizenship ➤ What makes us special/unique? ➤ Positive Mental Health- Feelings ➤ Relationship and Sex Education- Keeping ourselves clean and families 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Candlelight as a symbol (A) ➤ A2: Journey's End (A) ➤ Sp1: Special (Clothes) (A) ➤ Sp2: Sad and Happy (A) ➤ Su1: Wisdom: How do Gurus show wisdom?(A) ➤ Su2: Creation (B)
Year 2	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Community ➤ Keeping Safe out and about + Anti- Bullying ➤ Digital Literacy and Citizenship ➤ Sharing and Giving- linked to friendship ➤ Positive Mental Health- looking after ourselves ➤ Relationship and Sex Education- Differences, personal space & family 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Celebration (A) ➤ A2: Candlelight as a symbol (A) ➤ Sp1: Remembering (A) ➤ Sp2: Belief (A) ➤ Su1: Remembering (A) ➤ Su2: Specialness (B)
Year 3	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Similarities, Differences & Relationships in the Community ➤ Keeping Safe in school. ➤ Digital Literacy and Citizenship ➤ The bigger picture- maturity, independence, being a good friend, responsibility ➤ Positive Mental Health- looking after ourselves ➤ Relationship and Sex Education- Valuing Difference and Keeping Safe 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING WEEK ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Symbol (A) ➤ A2: Angels (B) ➤ Sp1: Freedom (A) ➤ Sp2: Ritual (B) ➤ Su1: Identity (A) ➤ Su2: God (B)
Year 4	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Relationships and Respect Ambassadors ➤ Making Safer Choices as we grow (gaming etc) ➤ Digital Literacy and Citizenship ➤ Stereotypes, racism and prejudice/ discrimination ➤ Positive Mental Health ➤ Relationship and Sex Education- Intro to puberty, growing and changing. 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Good and Evil (A) ➤ A2: Faith (B) ➤ Sp1: Ritual (B) ➤ Sp2: Temptation (A) ➤ Su1: Good and Evil (A) ➤ Su2: Ceremony (B)
Year 5	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Respect, Rights and Responsibilities ➤ Bike Safety/ Road Safety/ Walking Home Policy. (link to bikeability) ➤ Digital Literacy and Citizenship ➤ Law, Police & Crime. ➤ Positive Mental Health ➤ Relationship and Sex Education- Puberty 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Peace (A) ➤ A2: Interpretation (A) ➤ Sp1: Dukkha (Suffering) (C) ➤ Sp2: Symbol (B) ➤ Su1: Enlightenment (B) ➤ Su2: Stewardship (B)
Year 6	<ul style="list-style-type: none"> ➤ Core Values, Class Charters, Peer Pressure. ➤ Drugs Education. Saying No. ➤ Digital Literacy and Citizenship ➤ Anti- social behaviour ➤ Positive Mental Health- anxiety ➤ Relationship and Sex Education- Puberty, Relationships and Reproduction. 	<ul style="list-style-type: none"> ➤ Team work. New beginnings ➤ Resilience. Getting on- ANTI-BULLYING ➤ Ambition. Going for goals ➤ Diversity. Good to be me ➤ Creativity. Feelings and Relationships ➤ Empathy. Changes 	<ul style="list-style-type: none"> ➤ A1: Interpretation (A) ➤ A2: Persuasion (A) ➤ Sp1: Scared Places: Churches and Mosques (C) ➤ Sp2: Jesus' Resurrection (C) ➤ Su1: Ritual (B) ➤ Su2: Ritual (B)



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Religious Education in more detail:

Wordsworth Primary School aims to provide equality of opportunity for all children to develop their intellectual, social, moral and physical skills. Our teaching and learning policy provides the framework through which all curriculum areas are both taught and learnt. R.E. provision is provided for all pupils regardless of religion, race, gender, ethnicity, age or ability.

Legal Overview:

It is a legal requirement to deliver Religious Education to all students other than those in nursery classes, as stated by the 1996 Education Act. Section 352 identifies Religious Education as a distinctive part of the basic curriculum, alongside the National Curriculum. Religious Education has equal standing with other National Curriculum subjects and will be taught at Wordsworth School in accordance with the Hampshire R.E. syllabus "Living Difference III" and the relevant Early Learning Goals. Moreover, this syllabus is consistent with the United Nations Convention on the Rights of the Child, particularly Articles 12, 13, 14 and 30, and supports the work of Rights Respecting Education (RRE).

At Key Stage 1 the time allotment for Religious Education is 36 hours and for Key Stage 2 it is 45 hours; there is a legal requirement to teach Religious Education at the Early Years Foundation Stage but this does not include a time allocation.

Parents have the right to withdraw their children from part or all of Religious Education. Children who are withdrawn will be suitably occupied and supervised. Teachers' rights are also safeguarded, should they wish to withdraw from the teaching of Religious Education.

Aims :

To provide opportunities for children to:

1. Develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religious traditions represented in Great Britain.
2. Understand and respect different religious beliefs, values and traditions, and understand the influences of these on individuals and communities.
3. Develop their own sense of identity and belonging, preparing them for life as citizens in a plural society.
4. Develop enquiry and response skills through the use of distinctive language, listening and empathy.
5. Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

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The attitudes we wish to foster through our teaching of Religious Education are:

- Curiosity
- Open-mindedness
- Self-understanding
- Respect
- Wonder and appreciation

Curriculum Content:

Religious Education must be taught according to the Agreed Syllabus produced by the local Standing Advisory Council for Religious Education (SACRE). The Agreed Syllabus for Southampton, Portsmouth and Hampshire is 'Living Difference III' (December 2006).

The Department for Children, Schools and Families (DCSF) (now the Department for Education) guidance, Religious Education in English Schools: Non-statutory Guidance 2010, states that:

"Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the Schools Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally Agreed Syllabus within the Local A concerned. ... Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LA must, however, ensure that the Agreed Syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."

www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010

The Department for Education Circular 1/94, paragraph 32 states that:

'The law has always stated that agreed syllabuses must be non-denominational. Accordingly, they must not require teaching by means of any catechism or formulary which is distinctive of any particular religious denomination... syllabuses must not be designed to convert pupils, or to urge a particular religion or belief on pupils.'

(See also Education Act 1994, section 26(2)).

The Religious Education curriculum followed at Wordsworth Primary School seeks to explore religious traditions through concepts, rather than imparting religious subject knowledge. The breadth of study of 'Living Difference III' requires schools to explore Christianity and other principal religions represented in Great Britain. To reflect the diversity of the children on roll at Wordsworth Primary School, as well as to reflect the school's inclusiveness,

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children are taught more than the minimum requirement for additional religions to Christianity in both Key Stages and the Early Years Foundation Stage (EYFS).

At Wordsworth Primary School Religious Education is taught in a variety of different ways. Teachers may opt to block the unit of work across a day, week or half-term. Teachers may also link the R.E. learning through cross-curricular topic work or mini topics as appropriate. Each unit of R.E. is centred on a specific concept which might be general to all people, general to a lot of religions or specific to a particular religion. Additionally, a wide variety of strategies are used in order to meet pupils' various styles of learning; examples include drama, role-play, school trips, visitor, speaking and listening, art and design, ICT, web-based research, word processing/ written tasks, electronic presentations and thinking skills.

The curriculum overview is planned by the Subject Leader, in consultation with staff. Class Teachers are responsible for their own short term planning, according to the needs of their class. However, it is acceptable to annotate the Medium Term Planning which should be kept in the class R.E. files. Resources are regularly reviewed by the Subject Leader according to curriculum content.

Early Years Foundation Stage Curriculum:

Year Group:	RE	
➤ Year R Christianity and Sikhism	<ul style="list-style-type: none"> ➤ A2: Celebrating Birth (A) ➤ Sp1: Specialness (Things) (A) ➤ Sp2: Celebration / New Life (A) ➤ Su1: Remembering (A) ➤ Su2: Change (A) 	

Key Stage 1 Curriculum:

Year Group	RE	
➤ Year 1 Christianity and Sikhism	<ul style="list-style-type: none"> ➤ A1: Candlelight as a symbol (A) ➤ A2: Journey's End (A) ➤ Sp1: Special (Clothes) (A) ➤ Sp2: Sad and Happy (A) ➤ Su1: Wisdom: How do the Gurus show wisdom? (A) ➤ Su2: Creation (B) 	
➤ Year 2 Christianity and Judaism	<ul style="list-style-type: none"> ➤ A1: Celebration (A) ➤ A2: Candlelight as a symbol (A) ➤ Sp1: Remembering (A) ➤ Sp2: Belief (A) ➤ Su1: Remembering (A) ➤ Su2: Specialness (B) 	

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Key Stage 2 Curriculum:

Year Group:	RE	
➤ Year 3 Christianity and Judaism	<ul style="list-style-type: none">➤ A1: Symbol (A)➤ A2: Angels (B)➤ Sp1: Freedom (A)➤ Sp2: Ritual (B)➤ Su1: Identity (A)➤ Su2: God (B)	
➤ Year 4 Christianity and Hinduism	<ul style="list-style-type: none">➤ A1: Good and Evil (A)➤ A2: Faith (B)➤ Sp1: Ritual (B)➤ Sp2: Temptation (A)➤ Su1: Good and Evil (A)➤ Su2: Ceremony (B)	
➤ Year 5 Christianity and Buddhism	<ul style="list-style-type: none">➤ A1: Peace (A)➤ A2: Interpretation (A)➤ Sp1: Dukkha (Suffering) (C)➤ Sp2: Symbol (B)➤ Su1: Enlightenment (B)➤ Su2: Stewardship (B)	
➤ Year 6 Christianity and Islam	<ul style="list-style-type: none">➤ A1: Interpretation (A)➤ A2: Persuasion (A)➤ Sp1: Sacred Places: Churches and Mosques (C)➤ Sp2: Jesus' Resurrection (C)➤ Su1: Ritual (B)➤ Su2: Ritual (B)	

Community Links:

We continue to foster the links we have with local religious groups. We ensure cohesion and progression through staff discussions and the Subject Leaders' participation in 'RE Development Groups' run by Hampshire Inspection and Advisory Service (HIAS). The children are afforded opportunities during their primary education to visit the local church (St James' Church). We also have Lena Phillips – the churches primary schools' worker and church children's work co-ordinator – come into Wordsworth Primary School to hold school assemblies throughout the year. We have also fostered a close relationship with the local Salvation Army, where our Key Stage One perform their school nativity story to their families and members of the public.

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In addition to this, we have formed new ties to Southampton City Mission Church. As part of the R.E. curriculum afforded to our children, every year group will have a visit from Southampton City Mission Church employees for one half term in the academic year. This will be for a 'Question of Faith day'. These days will be primarily led by the Southampton City Mission Church staff with support from school staff. These days are an exciting opportunity where class teachers will block the day's learning to focus on the R.E. unit for that half term.

Finally, we constantly strive to form new links and relationships with all faiths within our community and look forward to forging future links with Southampton's Medina Mosque and other places of faith around the city.

Monitoring and Assessment:

The Subject Leader monitors the planning and implementation of the scheme of work. The Subject Leader assesses samples of children's achievement on a termly basis, in order to assess the effectiveness of the school's provision at each stage of the teaching and learning cycle of 'Living Difference III'. Teachers keep a track of pupils progress towards the age related expectations and these are monitored by the Subject Leader.

Reporting to parents on children's individual achievement is a legal requirement. This occurs as part of the Annual Report for all individual pupils, which is sent home at the end of the Spring Term.

Special Educational Needs in Religious Education:

Quality First Teaching is an initiative embraced by teaching staff at Wordsworth Primary School. Teachers understand the importance of inclusiveness and how differentiating learning activities is crucial in ensuring that all pupils in the classroom are accessing the learning objectives. When needed, teaching staff can request support from the school's SENCo in providing assistance with differentiating the learning activities to enable all children to access the objectives and ensure that they make progress.

In accordance with the Agreed Syllabus, it is recognised that planning with Living Difference III with the age-related expectations for a particular key stage may not be appropriate for some children and young people with SEND.

Teachers will always be sensitive to, and aware of, the distinctive needs of individual children with SEND and should feel free to use the material most appropriate to the educational and developmental needs of the children, as well as their interests.

For some children with SEND, this will mean working at the threshold of religious awareness. In such cases, the emphasis is likely to be on sensory experiences, personal responses and interactions, as well as the development of a simple awareness of religion through the senses.

"As in all good educational practice, teaching methods and students' activities should be differentiated so that all students are able to make progress and consolidate their learning. The term SEN covers a wide range of abilities, from students working at slightly below age-expected levels to students who are working at low P-levels and are unlikely to progress beyond these.

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“Because the learning cycle is concept-based, it is designed to help students to make sense of the world in which they live at their own level. Some concepts must be introduced before students can engage effectively with others.

“However, it may well be the case that some students will not develop to the level where concepts explicitly relating to religions can be addressed. There is much value in ensuring that the pupils are given learning experiences that help foster the development of certain concepts – such as special, belonging and sharing. These form part of a planned progression for the exploration of concepts that are important building blocks for both social and academic development, and those that might lead to spiritual and moral development.”

RE and the SLD School, by Simon Harmer, September 2010

(This quotation is still relevant, however it must be noted that it was written at a time when levels were in use).