

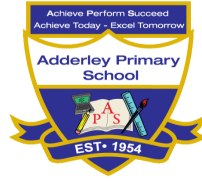
# Adderley Primary School

## Religious Moral and Spiritual Education (RMSE) Policy 2019-2021

Based on the values and principles of the UN Convention  
on the Rights of the Child



Agreed by:	Governing Body	
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## **RELIGIOUS, MORAL AND SPIRITUAL EDUCATION (RMSE) POLICY**

Everyone at Adderley Primary School has the right to an outstanding education. As a Rights Respecting School, it is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

### **This policy incorporates Safeguarding and Protection Measures in Relation to Radicalisation and Extremism**

#### **Context**

In line with the **Education Reform Act 1988** our school acknowledges that religious education is part of the basic school curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares pupils for the opportunities, responsibilities, and experiences of adult life

Our RMSE (Religious, Moral & Spiritual Education) curriculum is based on The Birmingham Agreed Syllabus and taught using the Discovery RE scheme of work. Discovery RE brings learning together from religion, questioning and spiritual development in a comprehensive scheme of learning. The school considers that the British Isles is a multi-cultural nation which has Christianity as the main religion of the indigenous population. Hence, through our RMSE curriculum, Christianity receives the appropriate weighting. Due consideration within this framework is given to other faiths. Respect, tolerance and understanding for the beliefs of other faiths is promoted as part of our RMSE programme and pupils are given the experience of understanding all the main religious festivals across the faiths throughout the year.

#### **Aims**

At Adderley Primary school we believe pupils should be taught RMSE in order to help them to:

- **Recognise Christianity as a world faith and develop an understanding of other faiths.**
- **Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain and other European countries.**
- **Develop a positive attitude towards other people regardless of their background (e.g. religion, ethnicity, disability, race, gender, family/ home background or sexuality).**
- **Develop the skills to live harmoniously within the diverse society of Modern Democratic Britain.**
- **Be safe from extreme or radical religious views (*Prevent Strategy June 2011*)**

#### **Moral Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- **Recognise the unique value of each individual.**
- **Listen and respond appropriately to the views of others.**

- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

### **Spiritual Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Recognise and reflect on Christian approaches to Spiritual Development.

### **Learning And Teaching**

Development in RMSE will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Our RMSE lessons enable pupils to build on their own experiences and to extend their knowledge and understanding of religious traditions. Pupils are given opportunities to develop their speaking and listening skills through the enquiry based approach. We practise their experiences at religious festivals such as Christmas, Eid, Diwali, Hanukkah and Easter. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the pupils.

We recognise that all classes in our school have pupils of widely different abilities, so we provide suitable learning opportunities to meet their needs, as well as cultivate their curiosity. We endorse speaking and listening and ensure that most able pupils are challenged.

The pupils in EYFS are taught RMSE through the Discovery RE scheme of work in line with the EYFS Framework. We relate the RMSE aspects of the pupils's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for pupils aged three to five. In Lower and Upper Phase, RMSE is taught discreetly 1 hour per week (5% of the curriculum timetable). Parents may withdraw their child from RMSE provided they give written notification to the Head Teacher (*see section on 'Parental Right to Withdraw from RE*). Teachers can also exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of inclusive RMSE being offered at Adderley Primary School.

### **Links With The Wider Community**

- Visitors are welcomed into school.
- Links with the food bank in the local area
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Pupil's involvement in supporting charities

### **Planning**

We plan our RMSE curriculum in accordance with the LEA's Agreed Syllabus and the Discovery RE scheme. Through this enquiry-based scheme of work, we ensure that the topics studied in RMSE build on prior learning and progress is shown from EYFS to Year 6. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each enquiry. The progression planned into the scheme of work offers the pupils an increasing challenge as they move through the school.

In line with our School's vision, we aim to meet the needs of all our pupils by personalising their learning. We promote the individuality of all our pupils irrespectively of ethnicity, attainment, age, disability, gender or background. We expect teachers to enrich our pupils speaking and listening skills and challenge and enhance their curiosity.

The Birmingham Agreed Syllabus has two attainment targets:

- Learning from Faith
- Learning about religious traditions

### **Learning from Faith**

This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

### **Learning about religious traditions**

This includes enquiry into and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions.

## **Creative Curriculum links**

### **English**

RMSE contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. We also encourage the pupils to write letters, newspaper articles and record information, in order to develop their writing ability.

### **PSHEC**

Through our RMSE lessons we teach the pupils about the values and moral beliefs that underpin individual choices of behaviour. We contribute to the discussion of topics such as relationships, Global Goals and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable pupils to appreciate what it means to be positive members of our society.

### **History**

Pupils learn about the religious meaning behind traditions from different faiths. This allows them to think about the moral and values of different religious stories from the past and how this affects modern day life.

### **Art and Design**

Teachers plan creative learning opportunities to allow pupils to enhance their skills. Through various activities pupils are able to incorporate taught Art and Design skills in RMSE lessons.

### **Computing**

Information and technology enhances RMSE, wherever appropriate, in all key stages. The pupils can select and analyse information using the internet. They also use IT to review, modify and evaluate their work. A digital camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

### **RMSE and Inclusion**

At our school we teach religious education to all pupils, whatever their ability and individual needs. However, parents do have the right to withdraw their pupils from RMSE lessons. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all pupils. Through our RMSE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: SEND Policy, More Able Policy, Talented Policy, English as an Additional Language (EAL) Policy.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different

action to enable the child to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

We enable all pupils to have access to the full range of activities involved in RMSE lessons. Where pupils are to participate in activities outside the classroom (a visit to a place of worship) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Parental Right To Withdraw From RMSE**

Parents have the right to withdraw their child from religious education i.e. RMSE lessons as set out in the **DfE Non-Statutory Guidance 2010**. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Head Teacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Head Teacher in writing to withdraw their child from RMSE lessons. The Head Teacher will make arrangements for the child(ren) to be taught a non-religious '**alternative RMSE' curriculum** where planning and resources are on the shared server. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and needs of the child. We also take into account the targets set for individual pupils on their learning plans. *(Please refer to SEND Policy for more details)*

The school will ensure that parents and carers are informed of this right and are also aware of the objectives and content set out in the RMSE planning. In this way parents can make an informed decision.

### **Protecting Pupils From Extreme Or Radical Religious Views**

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. As a school we promote community cohesion, a duty first introduced through the **Education and Inspections Act 2006**. At Adderley, there are safeguards against biased or unbalanced teaching and the promotion of partisan political or religious views. The school will ensure that practicable steps are taken to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Under all circumstances, the pupils will be protected from extremism and radicalisation in line with the **Child Protection & Safeguarding Policy**.

### **Health, Safety And Well-being**

Visits to place of worship or other RMSE related venues are encouraged as an important part of developing a pupil's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit; will not undermine a pupil's own faith or challenge their belief and will only be presenting a knowledge based about a faith.

Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of

worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

### **Collective Worship And Themed Assemblies**

At Adderley, we celebrate and embrace a range of assemblies with pupils to enhance their learning and understanding of values, morals and principles. Assemblies make a positive contribution to pupil's self-development and therefore are at the heart of raising achievements and standards. Assembly themes are also linked to PSHEC curriculum which reinforce key skills and values and enable pupils to become good citizens. Likewise, appropriate reference will be made to items in the news that could affect the pupils i.e. Pupils in Need.

Our assemblies range on a weekly basis. Pupils have the opportunity to learn about British Values, Cultural Diversity, Global Awareness, UNICEF and the major world religious festivals such as, Christmas, Easter, Eid, Hanukkah, Diwali, Holi and Wesak. This may be in class assembly or in the hall. Assembly overviews are planned by the RMSE subject leader on a half termly basis. At the end of each assembly, pupils reflect with a thought to reflect upon. Prayers are also used, these may be private and personal or lead by someone - pupils are given the option to 'join in' these collective prayers by adding an 'Ameen' or 'Amen' at the end, which means 'I agree'. If pupils do not want to participate they are encouraged to sit quietly so the pupils who want to take part are able to without distractions.

### **Resources**

We have sufficient resources within our school to be able to teach all our RMSE topics. Resources for RMSE can be accessed by staff on the School's Shared Server. For parents and pupils, there are curriculum overviews with suggested resources for each term. Physical artefacts, pictures, posters and books are kept in the RMSE cupboard. All materials should be handled very sensitively and with respect. The school library has a good supply of RE topic books to support pupils individual research.

### **Assessment**

We formatively assess pupil's work. We observe them during lessons, through discussions and completing a task. Teachers also mark a piece of work once it has been completed and comment as necessary. Each enquiry has a built- in assessment. This allows the children to assess pupil's knowledge of a religion, depth of critical thinking and ability to answer the questions.

### **Monitoring And Evaluation**

The RMSE subject leader will ensure that RMSE is delivered to a high quality. The leader will do this through portfolio scrutinies; learning walks; subject evaluation forms and the pupil voice, providing developmental points.

### **Inset**

Regular staff training is carried out by the subject leader in order to ensure that staff are aware of how to deliver the RMSE curriculum and what is expected from them on event days. They are provided with resources and skills on how to broaden their knowledge on different religions.

### **Accountability**

The school shall be held accountable to the LA, governors, parent and the pupils of the school. The subject leader is accountable to the Head and the SLT for ensuring that pupils are achieving and progressing within RMSE. This is assessed in accordance with the end of unit assessments.