



LANGRISH PRIMARY SCHOOL

World Faith and Philosophy policy (RE)

The Intent of World Faith and Philosophy:

The aim of World Faith and Philosophy is to promote reflection, empathy, comprehension and interpretation of world beliefs, through mainly Christianity, but also Hinduism, Judaism and Islam. World Faith and Philosophy aims to foster attitudes such as curiosity, open-mindedness, tolerance, wonder, appreciation, respect and self-understanding through the Hampshire 'Living Difference IV' syllabus.

At Langrish we follow the 2021 syllabus from 'The Living Difference IV' which :
"affirms our commitment to an education that takes seriously the importance of children exploring their own lives in relation to what it can mean to live with a religious orientation on life, as well as other ways of life including those informed by a non-religious perspective." (Living Difference IV foreward).

We use this syllabus throughout the school and teach World Faith and Philosophy through concepts, these are divided into 3 interconnecting groups: A concepts (common to all people, for example, remembering, specialness, celebration, rights, compassion, justice).

B concepts (shared by many religions, for example, God, worship, symbolism).

C concepts (distinctive to particular religions, for example, resurrection).

There are 'golden thread' concepts : Belonging, communicating, special and love which are revisited throughout the key stages each time gaining a greater depth of inquiry.

The implementation of the World Faith & Philosophy (RE)

At Langrish, World Faith and Philosophy (RE) is taught through a 'cycle on enquiry' and is concerned with exploring how beliefs and values impact on the way people behave and should encourage respect for others' beliefs and values, irrespective of children's own faith or those children who have no religious or faith experience: raising global awareness for all children and adding to their cultural capital. For this reason we, at Langrish, have named RE 'World Faith and Philosophy' to allow children to arrive at the subject without pre-conceptions.

Legality:

The 1988 Educational Reform Act and the 1996 act states that RE is a statutory subject for all schools.

'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 pupils; and

- prepares pupils 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)

Time allocation

On the recommendation of the 'Living Difference IV' syllabus, Langrish Primary School teaches the concepts in blocks, allocating whole or part days. These total:

Key Stage 1:	36 hours
Key Stage 2:	45 hours

Syllabus

Langrish Primary school follows the Local Authority Agreed Syllabus 'Living Difference IV'. All year groups study Christianity; Hinduism in KS1, Judaism in Year 3 & 4, Islam and Humanism in Year 5 and 6.

Assessment , reporting and monitoring arrangements

A specific element (apply, enquire, contextualise, evaluate, communicate) of the concept wheel will be assessed during each concept and judged against the ARE as outlined in Living Difference IV. Each child's ability is colour coded (Red – not at ARE, Blue – ARE, Golden - mastery). Reporting is in line with the Assessment policy. 'Blooms' questions are used in lessons to develop deepen thinking through encouraging higher-order thought and reasoning.

The WF&P leader will monitor progression throughout the school and lead staff meetings on actions needed.

Summary of content

		Autumn Term		Spring Term		Summer Term	
R	CONCEPT		CELEBRATING	PRECIOUS	SYMBOLS – Helping people to remember things	SPECIALNESS	LOOKING FORWARD
	Theme Religion		Christmas – Jesus’ Birthday C	Water C	Easter Eggs – A symbol of new life C	Special Clothes C and H	Transition
1	CONCEPT	GOD	SYMBOLS	CHANGE	WELCOMING	SPECIALNESS	CREATION
	Theme Religion	Ideas about God C and H	Light as a symbol – Diwali and Advent C and H	People Jesus met C	Palm Sunday – Christians Welcome Jesus C	Food H	Creation stories
2	CONCEPT	BELONGING	ANGELS	REMEMBERING	CHANGING FEELINGS	SPECIALNESS	AUTHORITY
	Theme Religion	Baptism C	Angels in the Christmas story C	Remembering Vishnu – Holi H	Sadness to Happiness at Easter C	Special Food C and H	Key Events in Jesus’ Life C
3	CONCEPT	TEMPTATION	SYMBOLS	CREATION	CHANGING EMOTIONS	Ritual	IDENTITY
	Theme Religion	Making choices	Advent: Symbol of Anticipation C	Creation C	Easter C	food	The Mezuzah and the Shema J
4	Concept	RITUAL	HOLY	MESSAGES	LAW	AUTHORITY	FREEDOM
		Sukkot J	Mary: Mother of God C	Jesus: His Teaching’s and His Messages C	Jesus as a law breaker C	The Torah – cycle of learning J	Passover J
5	CONCEPT	COMMUNITY	PROPHECY	JUSTICE	SYMBOLS	WISDOM	IMAGERY
	Theme Religion	Umma I	The Magi & their Gifts C	C & I	Eucharist C	C	Jesus through Art C
6	CONCEPT	RITUAL	INTERPRETATION	PEACE	RESURRECTION	POWER	LEADERSHIP
	Theme Religion	EID I	The Two Birth Narratives C	I	The Empty Cross C	I	(link with History) C

Teaching and learning experiences provided in WF&P

World Faith and Philosophy is taught in accordance with the school's ethos for teaching and learning; we aim to provide a rich repertoire of experiences for pupils; it enriches the skills developed in other areas of the curriculum as well as Rights Respecting Education.

World Faith and Philosophy is taught in line with other school policies such as: RRE, Fundamental British values and SEND.

Links made with other schools, the church, other faith communities and the local community

To enrich pupils' experiences of World Faith and Philosophy there are strong links with the local churches (namely St.Johns, Langrish and St.Peter's, Petersfield); and regular visitors from the churches for assemblies and support with understanding or question and answer session in class during a WF&P day.

Visitors from the wider community come in to talk with specific classes about their beliefs and values, from non-Christian faiths.

Diversity: As a staff and following Hampshire Network meetings attended by the RE lead, we have been discussing ways to consider the diversity of our RE teaching. As well as considering the imagery, selection of information and wording used to talk about religious education, teachers have also been sharing the books they use to support not just their approach to RE but their approach to the whole curriculum.

The parents' right to withdraw

Religious Education is a statutory subject in schools, however, in accordance with the Education Reform Act 1988, parents have the right to withdraw their children from the teaching of RE. In order to avoid misunderstandings, any parent wishing to withdraw their child should arrange a meeting with the Head Teacher in order to discuss:

- The religious issues about which the parent would object to his/her child being taught.
- The practical implications of withdrawal e.g. supervision and alternative activities.

Reviewed October 2022