



# LANGRISH PRIMARY SCHOOL

## World Faith and Philosophy policy (RE)

### **The Purpose 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 III' syllabus.

At Langrish we follow the 2017 syllabus from 'The Living Difference' which : " builds on the approach to religious education, enriched by philosophical and theological enquiry, as well as current research, which has been in use in Hampshire, Portsmouth and Southampton since 2004." (Living Difference III 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).

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. 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 III' 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 III'. All year groups study Christianity; Hinduism in KS1, Judaism in Year 3 & 4, Islam 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 III. 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	STORY TELLING	SYMBOLS – Helping people to remember things	SPECIALNESS	SPECIALNESS
	Theme Religion		Christmas – Jesus’ Birthday C	Stories that Jesus told C	Easter Eggs – A symbol of new life C	Special Clothes C and H	Special Places C and H
1	CONCEPT	GOD	SYMBOLS	CHANGE	WELCOMING	SPECIALNESS	REMEMBERING
	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	Special Books H	Janmashtami – Krishna’s Birthday H
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

		Autumn Term		Spring Term		Summer Term	
3	CONCEPT	TEMPTATION	SYMBOLS	CREATION	CHANGING EMOTIONS	FAME	IDENTITY
	Theme Religion	Making choices	Advent: Symbol of Anticipation C	Creation C	Easter C	OLYMPICS	The Mezuzah and the Shema J
4	CONCEPT	RITUAL	HOLY	MESSAGES	LAW	AUTHORITY	FREEDOM
	Theme Religion	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 and their Gifts C	C & I	Eucharist C	C	Jesus through Art C

	CONCEPT	RITUAL	INTERPRETATION	PEACE	RESURRECTION	POWER	LEADERSHIP
6	Theme	<i>EID</i>	<i>The Two Birth Narratives</i>		<i>The Empty Cross</i>		<i>(link with History)</i>
	Religion	<i>I</i>	<i>C</i>	<i>I</i>	<i>C</i>	<i>I</i>	<i>C</i>

### 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.

### 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); with pupils contributing to annual services (Remembrance and carol service) 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.

### 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 January 2019