



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Primary Phase Religious Education Curriculum Policy

September 2024

Start Date: September 2024

Review Date: September 2025

Signed by:

Headteacher

Lisa Edwards

Date Sept 24

Chair of Governors

Ian Birnbaum

Date Sept 24

Revised September 2024

Primary Phase Religious Education Curriculum Policy

"The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation." Maharishi Mahesh Yogi

"The reservoir of energy and intelligence is at the source of thought. It's obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy." Maharishi Mahesh Yogi

At Maharishi School we strive for each child to reach the full potential of their creativity and their creative intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi's principles of teaching.

Aims

At Maharishi School, we believe it is important for our pupils to learn about different religions so that they can better understand the world around them. The aim of Religious Education at Maharishi School is to help our pupils to acquire an understanding of the principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour and to further develop their ability to make reasoned and informed judgements about religious and moral issues.

Religious Education plays an important role in developing pupils' understanding of our school themes of 'The World is my Family' and 'Harmony is Found in Diversity'. We encourage pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

INTENT

Receptivity is cultivated in students through the development of effective, supportive, positive relationships between teacher and student.

Intelligence is enlivened in the student by teaching the whole and then showing how the whole generates the parts. No aspect of the curriculum is presented independently, rather as part of a greater continuum of learning.

Knowledge is developed holistically by connecting everything that is taught to the Self of each pupil. Through learning about different religions, students are able to see connections between different belief systems thereby gaining understanding and acceptance through their enhanced knowledge.

Experience: Active learning experiences are encouraged and fostered thereby allowing students to develop the ability to assimilate and integrate new knowledge.

Expression: Pupils are able to express their developing knowledge and understanding of a range of different religious beliefs, customs and traditions.

To help children to acquire the substantive, disciplinary and personal knowledge and understanding of Christianity and other religions and worldviews, including non-world views represented in Great Britain so that children can:

- 1.** describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- 2.** identify, investigate and respond to questions posed.
- 3.** appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
 - To appreciate the way that religious beliefs shape life and our behaviour developing respect for all.
 - To ask questions about the world and to reflect on their own beliefs, values and experiences through discussions to make informed judgements about religious and moral issues, also linking to CbIDS.
 - To prepare children for living in modern Britain.
 - To promote the spiritual, moral, cultural, mental and physical development of all children.
 - To promote British Values.
 - To be confident with the associated vocabulary for all taught areas of RE.

IMPLEMENTATION

RE lessons at Maharishi School primary phase take place on alternating half terms (ie. terms 2, 4 & 6) and the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

As Christianity is the predominant religion within the local area and community surrounding the school, Christianity is the chosen faith for progressed study. Hinduism and Islam are progressed religions throughout school as they are the largest religions in Lancashire, the area school is located. Buddhism is only taught in year 6 as it is a complex religion. Children also learn about Sikhism and Judaism as a non progressed faith throughout their time at school. We acknowledge that each religion studied can contribute to the education of all our pupils. This is the substantive knowledge children are expected to learn.

Lessons are taught following the Lancashire agreed long term plan and then teachers use the exemplar unit plans to plan from for each unit taught.

The content of the long term plan follows the Lancashire 'Field of Enquiry' planning model, but also specifies knowledge and skills which build towards clear goals at the end of each Key Stage. It is knowledge rich, skills based and is progressive across the year groups as well as progressive across the school, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

There are four areas of enquiry which cover all three types of knowledge: substantive, disciplinary (ways of knowing) and personal. 'Ways of knowing' are taught alongside the substantive content, not isolated from it. The four areas of enquiry are; shared human experiences, beliefs and values, living religious traditions and search for personal meaning that teachers plan from for each unit. Focusing in particular on beliefs and values and living religious traditions which is then assessed at the end of the unit.

Teachers record any discussions or experiences in the Class RE Curriculum Floor Book in the form of post-it notes, pictures, children's work etc.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and staff at Maharishi School. We value the religious background of all members of our school community, and of those with no religious beliefs, and we encourage individuals to share their own experiences with others freely. We promote open enquiry and first-hand experiences wherever possible for both staff and pupils.

EYFS

- RE is a statutory requirement in EYFS.
- EYFS follows the RE long term plan as does the rest of the school. It supports development with: personal, social and emotional development, communication, language and literacy, understanding of the world, expressive arts and design.
- EYFS promotes British Values and respect and celebrates each other's differences.
- Through resources provided in continuous provision the RE curriculum is enhanced.

IMPACT

- Through their learning the children are able to make links between their own lives and those of others in their community and in the wider world.
- RE offers our children the means by which to understand how other people chose to live and to understand why they chose to live in that way. As such RE is invaluable in an ever changing world and preparing the children for modern day Britain.
- RE promotes British Values and respect and celebrates each other's differences.
- Teachers planning and lessons are to be flexible depending on the needs of the children and gaps within children's learning.

Assessment

Teachers make judgments based on pupils' work and contributions in lessons, matched against the learning objectives. At the end of each unit, children are assessed at either working towards age-related expectation or working at age-related expectation. This assessment is determined based on the key skills and knowledge for RE provided by Lancashire Agreed Syllabus and whether children have met the year group objectives for a specific area of RE.

Assessment information is recorded and at the end of the school year this data is fed back to parents to inform them of their child's progress in RE throughout the academic year.

Evidence is kept in class floor books by each teacher and is reviewed bi-annually in conjunction with the Senior Leadership Team.

Pupils at Maharishi School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through this learning, the pupils are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's beliefs, customs and traditions.

Monitoring and review

The coordination and planning of the RE curriculum is the responsibility of the subject leader, who also:

- secures high quality teaching and learning,
- reviews standards in RE in conjunction with the headteacher and uses this to inform the RE Subject Action Plan,
- leads policy development and review,
- liaises with outside agencies, where required, and attends subject specific courses and,
- reports to the Senior Leadership Team on RE achievement and provision.

ADDITIONAL INFORMATION

Right to withdraw

Maharishi School teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with the headteacher to discuss the approach we take to RE.

Inclusion and Equal Opportunities

At Maharishi School, we are committed to providing all children with an equal entitlement to our RE lessons, activities and opportunities regardless of race,

gender, culture or class. See Equality Information & Objectives Statement <https://maharishischool.com/about-us/policies-and-procedures>

RE is for all abilities

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of RE is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the RE curriculum. In the planning and organisation of enrichment activities, specific needs of individuals are taken into consideration to ensure that all pupils can benefit.

Health and Safety

It is the responsibility of the class teacher to ensure that risks are assessed prior to, and during, RE lessons. The class teacher is to inform any additional support staff of any potential risks or hazards to be aware of during a RE lesson. Pupils are also to be made aware of potential risks and hazards.