

# WOOLVERSTONE HALL SCHOOL

## Report to Governors

### Religious Education

#### Brief Statement of Aims

The aims of this syllabus (in accordance with the ILEA Agreed Syllabus) are:

- (a) To study the basic concepts, historical roots and phenomena of specific religions so that pupils can come to an understanding of religions and their effect on society and on the lives of individuals.
- (b) To explore fundamental questions about human existence and the answers offered by various traditions.
- (c) To develop the following skills in relation to religious education:
  - i) The ability to recognise and recall essential information about religion.
  - ii) The ability to communicate religious concepts.
  - iii) The ability to enquire critically and sympathetically into moral and religious issues.
- (d) To enable young people to develop spiritually, personally, socially and morally.
- (e) To heighten the feelings of wonder and mystery which are often the source of religious experience.

#### Principles and Policies

Principles and approaches used to fulfil these aims can be found in the Agreed Syllabus of the ILEA. This includes a systematic and thematic approach to studying religions.

The nature of this syllabus should be seen as being open to discussion and development and many changes may be necessary due to the resources available and financial restrictions.

Also, aspects of the syllabus may need to be adapted to fit the educational needs of the pupils.

#### Outline Syllabus

(The syllabus is divided on a unit basis, each unit lasting approximately 6 weeks or half a term).

## Outline Syllabus Cont.

### Year One

The aims are:

- (a) to understand and introduce religious vocabulary
- (b) to appreciate the importance and value of studying religion
- (c) to acquire a basic knowledge of religious phenomena
- (d) to understand that there are different religions and world views
- (e) to be able to discuss personal belief and the belief of others and to understand the value of accepting other peoples beliefs and values
- (f) to know the basic differences of six world religions - Judaism, Christianity, Islam, Sikhism, Hinduism and Buddhism.

### Unit 10 Signs and Symbols

- Aims:
- i) to introduce six world religions
  - ii) to understand the nature of religious experience through the symbolism of objects and ritual
  - iii) to show the importance of symbolism in expressing religious ideas e.g. God, Afterlife, Obedience

Content: Street Signs and Religious Symbols  
Early Christian Symbols  
Symbols from World Religions  
The Names of God  
The 5 K's  
Communion, Israel, Mosque, Wheel of Life

### Unit 2-5 Founders and Messengers

- Aims:
- i) to introduce the beginning, development and history of six world religions
  - ii) to understand the nature of religious belief and commitment
  - iii) to know the stories and traditions associated with these religious figures

Content:	Unit 2	Abraham Moses David	Unit 3	Jesus
	Unit 4	Muhammad	Unit 5	Buddah and Guru Nanak



Year One Cont.

Unit 6 Chapel Study

Aims: To explore a religious building and to understand its religious function, its symbols, artefacts and ritual

Content: How worship takes place  
Gravestones  
Architecture  
Services  
Altar, Sacraments, Vestiments  
History  
Music  
Role in the Community

Year Two

The aims are:

- (a) to further their knowledge of religion and its nature
- (b) to develop ideas, questions and language and to gain a more accurate picture of religion in the world today.

Units 1-4 Festivals and Celebrations

- Aims:
- i) to understand the importance of festivals to religions
  - ii) to understand religions and festivals different from our own
  - iii) to understand the symbolism and meaning behind religious festivals - thanksgiving, worship, obedience and life cycles
  - iv) to encourage ideas of community and identity

Content: Ramadan and Eid Ul Fitr  
Divali  
Christmas  
Chinese New Year  
Holi  
Pessach  
Easter

Units 5-6 Creation Myths

- Aims:
- i) to look at how people have interpreted the beginning of existence
  - ii) to discuss the nature of mythology and legend
  - iii) to discover the symbolism and function of mythology
  - iv) to evaluate our own interpretations of existence

Year Two Cont.

Content: Under discussion with Advisory Teacher

Year Three

Units 1-5 Systematic Study of World Religion

- Aims:
- i) to study systematically, Judaism, Christianity, Islam, Hinduism and Sikhism
  - ii) to study in depth the historical context, the tradition and beliefs, worship and ritual
  - iii) to be able to comment and evaluate aspects of religion and be able to comment and formulate ones own belief
  - iv) to be able to enter imaginatively and sympathetically into the personal experience and belief of others

Content: Writings  
Institutions  
Myths and Legends  
Language and Symbolism  
Ceremony and Belief  
Temples  
Festivals  
Rites of Passage

of: Judaism  
Christianity  
Islam  
Hinduism  
Sikhism

Unit 6 Art and Religion

- Aims:
- i) to look at the way art has interpreted religious experience
  - ii) to be able to sympathise and identify with the source of inspiration and feeling
  - iii) to know something of the effect of religion on culture

Content: under discussion with Advisory Teacher

#### Years Four and Five

- Aims:
- i) to discuss the relevance and practical implications of religious and ethical issues, particularly in regard to their own lives, e.g. violence, inter-faith marriage, wealth
  - ii) the relationship of religion to other disciplines like philosophy, science and anthropology
  - iii) to look at religion as a world view in relation to other non-religious views e.g. communism and humanism

4th Year Content: Science and Religion  
Ethics  
Tribal Religion

5th Year Content: Philosophy Introduction  
Buddhism  
Communism/Humanism  
Rastafarianism

#### Policy Towards Marking, Rewards and Punishments

Work is collected, marked and corrected regularly, commendations awarded when appropriate and tri-weekly assessment completed. Detention is used for particularly poor or uncompleted work.

#### Policy Towards Homework

Traditionally at Woolverstone R.E. has not been a homework subject. It is intended to develop the subject in this respect. Third Year pupils are doing homework and the Second Year are given homework when appropriate. There are difficulties about homework in a subject that is timetabled once a week and which in Fourth and Fifth Year is not examined. It is hoped as the school develops a homework policy involving more project and group work that R.E. will have a valuable contribution to make.

#### Patterns of Record Keeping

Registers of attendance, interrupted lessons, work of individuals and tri-weeklies are kept.

#### Arrangements for communicating within the department

As a single department I appreciate the support I have received from the R.E. Inspector and Teacher Adviser, my visits to London schools and R.E. Centres. I see the Head on a weekly basis and have had help and discussion from the Special Needs Department.



### Policy Towards Multi-Ethnic Education

The syllabus outline indicates the important contribution R.E. makes to multi-ethnic education at Woolverstone, encouraging respect for other cultures and traditions. It has been interesting to see the positive contribution made to class discussion for example by the Muslim pupil drawing on their own experiences.

### Examination Policy

The long term aim is to introduce GCSE Religious Studies as a Fifth Year option. It is not clear whether this will be possible for September 1986.

### Comment on Public Examination Results in Summer 1985

R.E. was not a formal examination subject in 1985.

### Points Concerning Finance

Resources are being developed. The departmental allowance limits the rapid accumulation of texts, artefacts and other materials. The assistance of the MRO is proving most helpful and the R.E. Teacher Adviser has acquired a large number of unwanted R.E. books for the school which will be of some use. The use of the video theatre discussion introduced after film extracts for fourth and fifth year pupils is an exciting opportunity which will be expanded.

### Staff and Teaching Groups

Graham Southgate teaches:

- 1st Year 3 mixed ability groups - 1 per week
- 2nd Year 2 groups and special needs group
- 3rd Year 2 mixed ability groups
- 5th Year 2 groups (organised as for Careers)

Bill Price teaches:

- 4th Year 2 mixed ability groups

### Future Trends and Self-Assessment

Next year will see changes in Berners House as the rooms will be used for teaching and I feel it is important that R.E. is close to the humanities as it clearly has an important contribution in that area. This will also encourage communication and support between departments, and possibly a sharing of resources both in teachers and materials. I also hope to have a good basic set of resources including a good number of religious artefacts, videos and texts which will be a significant development in R.E. at Woolverstone.

I also see the long term of GCSE option as being desirable though finance for this may be difficult on the present budget. Other areas of development include group work, drama and more integration of disciplines enabling project work on larger themes.

My assessment of my time so far at Woolverstone is that development have been in establishing R.E. as a credible and enjoyable subject and that resources are being developed. I still feel there is much to do to provide a completely self-sufficient and thorough department, but that this is being tackled. As my first teaching post this year has been challenging and I appreciate the support of staff in helping to make R.E. a valuable component in the education process at Woolverstone.

