

GREAT MOOR JUNIOR SCHOOL

GUIDELINES FOR BELIEFS AND VALUES

January 2026

AIMS

“The principle aim of Beliefs and Values is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

Stockport Agreed Syllabus for Beliefs and Values, 2021-2027

In more pupil-friendly terms:

Beliefs and Values explores the big questions about life, to find out what people believe and what difference this makes to how they live.

You can reflect on religious and non-religious ideas to know where you stand and why.

Beliefs and Values contributes dynamically to children’s education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be a human. In Beliefs and Values, they learn about, from religions and worldviews in local, national and global contexts, to discover, explore, and consider different answers to these questions. They also learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religious and non-religious worldviews. Pupils should also gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

OBJECTIVES

The curriculum for Beliefs and Values aims to ensure that all pupils:

- 1. Know about and understand a range of religious and non-religious worldviews, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**
 - Explain, using reasoned arguments, their ideas and how beliefs, practices and forms of expression influence individuals and communities

- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion
- 3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**
- Investigate key concept and questions of belonging, meaning, purpose and truth, responding creatively
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives

TEACHING OF Beliefs and Values

Beliefs and Values is a necessary part of a 'broad and balanced curriculum', and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents on the grounds that they wish to provide their own religious education. This will be the parents' responsibility (School Standards and Framework Act 1998 S71 (3)). Under the same act, teachers have the right to withdraw from the teaching of Beliefs and Values. If a teacher exercises this right, it is the responsibility of the head teacher to ensure that provision is made for the pupils to receive Beliefs and Values.

Beliefs and Values is locally determined, not nationally, and the Programme of Study is compiled in line with the 2021-2027 Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus. The curriculum drawn up by these five SACREs reflects 'the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act 1996 section 375). Therefore, the minimum requirement for Key Stage 2 in depth study, means that pupils aged between 7 and 11 should learn from Christians, Muslims, Hindus and Jewish people (although schools can go beyond the minimum, including non-religious worldviews).

Beliefs and Values is taught by HLTAs one half term and teachers on the alternate half term to cover Pupil Premium time for each class. Planning is prepared by the RE co-ordinator in line with the 2021-2027 Agreed Syllabus, but amendments can be made by teachers of the subject, in order to better suit cross-curricular and specific class requirements, as long as they fit within the expected learning outcomes included with the planning. On the Beliefs and Values Shared Area, there are clearly labelled folders containing the Agreed Syllabus, whole school overview, planning and resources. These are working documents to which planning should be added, annotated and extended for subsequent years.

Whole school, year group and class assemblies can be used to *complement* the teaching and learning of Beliefs and Values, but it is different from assembly. Flexible delivery is often good practice, and an Beliefs and Values themed cross-curricular activity or day of study can complement the regular programme of timetabled lessons, along with circle times and celebrations.

Children's work should be presented in an Beliefs and Values book. In the case of display, drama or discussion, planning should be annotated accordingly. Marking should be primarily related to the learning objective, and be highlighted green or pink, as per marking guidelines.

ASSESSMENT

In Beliefs and Values, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the

curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study (see additional pyramid model for assessment in the class Beliefs and Values files, for further details). Formal assessment in Beliefs and Values is non-statutory. However, assessment activities form an integral part of the medium term planning, and help to continue to raise standards in teaching and learning. Every child is given a final level (either 'emerging', 'met' or 'exceeding') at the end of each school year, based on assessment activities and the teachers' own assessment, which forms the basis of their report levels. Knowledge Organisers should be used to complete regular formative assessment both in RE lessons and as MAD time activities/filler activities to assess prior knowledge of the children and how they are progressing to ensure sticky knowledge.

RESOURCES

- The use of illustrative artefacts to enhance teaching and learning in Beliefs and Values is introduced where appropriate.
- Beliefs and Values resources are stored in the SEN room and library.
- Knowledge organisers to be saved in Shared Area / Subject Leaders/ Knowledge Organisers / Beliefs and Values for access by all teachers.
- It is the responsibility of the Beliefs and Values co-ordinator to order and update resources, as and when requested to, by all teachers of Beliefs and Values.

EQUAL OPPORTUNITIES

- All pupils regardless of gender, race, creed or ability will have full access to the Beliefs and Values curriculum.
- Parents have the right to withdraw their children from Beliefs and Values. We provide a duty of care but do not provide alternative education

