



**The Eliot Bank and Gordonbrock  
Schools Federation**



# Religious Education Policy

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## 1. Introduction and Overview

Religious education (RE) actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others;
- the role of family and the community in religious belief and activity;
- the celebration of diversity in society through understanding similarities and differences; and
- sustainable development of the earth.

RE also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

RE is taught in accordance with the aims of the Lewisham Agreed Syllabus: Learning Together Through Faiths and Beliefs.

The RE curriculum has two overarching aims:

- I. Provide opportunities for all pupils to learn and achieve, and promote an enquiring approach in which pupils carefully consider issues of belief and truth in religion, enhancing their capacity to think coherently and consistently.
- II. Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

RE provides opportunities for children to:

- Develop a positive attitude towards living in a society of many religions and beliefs, respecting the right of others to hold different beliefs from their own;
- Acquire and develop knowledge and understanding of Christianity and other principal religions and non-religious world views represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain; and
- Enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings and philosophies can relate to them;
- responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience; and
- developing the ability to reflect on their own beliefs, values and experiences in the light of their study.

### **1.1 Legal Requirements**

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus. Parents have the right to withdraw their child/ren from RE and/or collective worship. Parents who choose to withdraw their children are required to state this in writing annually to the Head of School.

## **2. Programmes of Study**

Planning for RE is based on the two Attainment Targets in the Agreed Syllabus:

### **2.1 Learning About Religions**

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

### **2.2 Learning From Religions**

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

### 3. The Scheme of Work

#### 3.1 EYFS

Thematic based topics include: Ourselves and celebrations; People who help us.

#### 3.2 Year 1

**Thematic units:** Food; Belonging - who am I?

**Faith-specific content:** Christianity – The Bible; Sikhism – Teaching and Life; Hinduism – the Hindu home; Christianity – a Local Church.

**Christmas:** *The story of Christmas / Easter: Symbols – food*

#### 3.3 Year 2

**Thematic units:** Right and wrong; Natural World

**Faith-specific content:** Hinduism – worshipping God at Diwali; Sikhism – Sikh beliefs and gurus; Christianity – Easter and symbols; Christianity – the life and teachings of Jesus.

**Christmas:** *Symbols of Christmas / Easter: Symbols in church and actions*

#### 3.4 Year 3

**Thematic units:** none

**Faith-specific content:** Christianity – the Bible New Testament; Christian celebrations – Christmas and advent; Islam – Prophet Muhammad; Islam – the five pillars and living a Muslim life; Hinduism – Gods and Beliefs; Hinduism – the Hindu Life.

**Christmas:** *Christmas in other countries / Easter: The Easter story through the eyes of others*

#### 3.5 Year 4

**Thematic units:** none

**Faith-specific content:** Judaism – Shabbat; Judaism – Abraham and The Torah; Buddhism – The Buddha; Buddhism – Following the Buddha’s Teaching; Christianity – Local Places of Christian Worship; Judaism – Prayer and worship in the Synagogue.

**Christmas:** *Celebrations / Easter: Celebrations*

### 3.6 Year 5

**Thematic units:** Peace

**Faith-specific content:** Judaism – Sukkot and Passover festivals; Christianity – Jesus and Human Divine; Christianity – Leading a Christian Life; Sikhism – The Gurdwara and the Guru Granth Sahib; Sikhism – belonging to the Sikh Community.

**Christmas:** *Commercialisation of Christmas / Easter: Jesus – Human and Divine in the Easter story*

### 3.7 Year 6

**Thematic units:** Journey of Life and Death

**Faith-specific content:** Islam – Ramadam and Id Ul Fitr; Islam – Hajj and Id Al Adha; Buddhism – Living as a Buddhist; Buddhism – The Buddhist community worldwide.

**Christmas:** *Christmas and Nativity art and other media / Easter: Easter in the Greek Orthodox church*

## 4. Teaching and Learning

Through the teaching of RE, children have the opportunity to develop key skills of thinking, researching, evaluating, reflecting and empathising. We enable children to develop sensitivity to relevant issues such as refugees and religious fasting, and engender positive attitudes towards themselves and others. RE is taught through instruction, stories, drama, ICT, visitors and visits. Wherever possible, links are made between RE and other curriculum subjects.

We endeavour to draw on the varied experiences and backgrounds of our pupils, parents and staff in order to make RE relevant and interesting to our pupils. We also make use of our links with local religious communities and places of worship. Children have at least one local RE visit every year.

Inclusion and differentiation for children with SEND and EAL are taken into account within planning and teaching.

## **5. Spiritual, Moral, Social and Cultural Development**

RE provides a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE curriculum and our collective worship, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. We encourage children to consider the answers offered by faith to questions of meaning and purpose and problems within society and their own experience.

## **6. Fundamental British Values**

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The RE curriculum supports mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It establishes for children the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

## **7. Recording, Marking, Assessment and Reporting**

Children's understanding of religious education is celebrated in a number of ways:

- through drama;
- class/year group assemblies;
- in writing;
- displays; and
- class / year group parent events and celebrations.

Assessment takes place in the following ways:

- Individual pupil completion of mind maps to track knowledge at the beginning, throughout and at the end of each RE unit of work.
- Through the recording of individual, group and whole class learning in class Learning Journals.
- Through the recording of learning activities, objectives and outcomes in class Learning Journals.
- The Curriculum Leader undertaking termly pupil interviews for each class to ascertain RE learning and enjoyment.