



Gordonbrock Primary School

Religious Education Policy

Policy Agreed: February 2017

1. Introduction

We believe that Religious Education provides an opportunity to celebrate and foster awareness of our diverse community. We believe that if our children understand each other's faiths they will respect one another and contribute to a harmonious and peaceful world. We offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

RE is taught in accordance with the aims of the Lewisham Agreed Syllabus. Particularly relevant to our school are the aims which state:

- 'Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.'
- 'Religious education will support children in reflecting upon developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'

RE provides opportunities for children to:

- develop their knowledge and understanding of religions;
- explore issues within and between, faiths to help children respect different religions and traditions;
- learn about religious and ethical teaching;
- develop their sense of identity and belonging;
- prepare them for their life as citizens;
- reflect on, and analyse their own beliefs, values and practices

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 Religious Education. Parents who choose to withdraw their children are required to state this in writing annually to the Head of School.

2. Programs of Study

Planning for Religious Education 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

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. RE is taught in half-termly units in a combination of religion-based and thematic topics.

3.1 EYFS

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

3.2 Year 1

Thematic topics: Food; Belonging - who am I?

Religion-based learning: Christianity – The Bible; Sikhism – Teaching and Life; Hinduism – the Hindu home; Christianity – a Local Church.

3.3 Year 2

Thematic topics: Right and wrong; Natural World.

Religion-based learning: Hinduism – worshipping God at Diwali; Sikhism – Sikh beliefs and gurus; Christianity – Easter and symbols; Christianity – the life and teachings of Jesus.

3.4 Year 3

Thematic topics: none

Religion-based learning: 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.

3.5 Year 4

Thematic topics: none

Religion-based learning: 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.

3.6 Year 5

Thematic topics: Peace

Religion-based learning: 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.

3.7 Year 6

Thematic topics: Journey of Life and Death

Religion-based learning: Islam – Ramadam and Id Ul Fitr; Islam – Hajj and Id Al Adha; Buddhism – Living as a Buddhist; Buddhism – The Buddhist community worldwide.

Aside from these specified religious education units of study, pupils also get the opportunity to explore the following thematic topics (that are also outlined in the Agreed Syllabus) through PSHCE units of study and through whole school celebratory assemblies and phase assemblies: Exploring Shared Human Experience, Exploring Religious Traditions, Exploring beliefs and Values and Exploring Personal Meaning.

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 Religious Education 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 SEN and EAL are taken into account within planning and teaching.

5. Spiritual, Moral, Social and Cultural Development

Religious Education provides a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, 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. Religious education also strongly supports the school's citizenship programme and commitment to British values. In particular it 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.

6. Recording, Marking, Assessment and Reporting

Children's understanding of RE 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:

- 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.
- Individual pupil completion of mind maps to track knowledge at the beginning, throughout and at the end of each RE unit of work.