



**The Eliot Bank and Gordonbrock
Schools Federation**



Religious Education Policy

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1. Purpose

This policy outlines our rationale for teaching Religious Education (R.E.) with sensitivity and respect for the needs of each pupil. The guidance reflects the main aims of The Eliot Bank and Gordonbrock Schools Federation's R.E. curriculum and the legal requirements of the Education Act 1944, Education Reform Act 1988 and the DfES circular 1/94 –Para 44 regarding withdrawal of children from religious education.

2. Rationale

At the Eliot Bank and Gordonbrock Schools Federation, our families, staff and pupils are linked to many parts of the world and come from a wide range of faith groups. We aim to celebrate this diversity and offer a welcoming and inclusive environment for all of our pupils and families. We believe that R.E. provides an opportunity to celebrate and foster awareness of these differences in our school community, local area and in the wider world.

At the Eliot Bank and Gordonbrock Schools Federation, we value R.E. because it promotes the spiritual, moral, cultural, mental and physical development of pupils as they learn about, and from, different religions. It also prepares pupils for the opportunities, responsibilities and experiences of adult life.

Pupils participate in our R.E. curriculum as:

- Learners (using questioning and investigative skills);
- Individuals (using their own background and experiences to ask and answer questions of truth, morality and meaning); and
- Citizens (promoting debate and dialogue, celebrating differences, and putting principles into action).

3. Aims

At the Eliot Bank and Gordonbrock Schools Federation, we follow the Lewisham Agreed Syllabus for R.E. Learning Together through Faith and Beliefs. Religious Education within our school helps pupils to:

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions represented in the UK.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their own spiritual, moral, cultural and social development.



- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

We recognise that 'R.E. contributes to spiritual, moral, social and cultural development of all children and young people when taught well in schools, and through this makes a significant contribution to helping pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.' (Ofsted 2015).

At the Eliot Bank and Gordonbrock Schools Federation, we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through practising the skills of tolerance and mutual respect, R.E. provides our pupils with opportunities to develop their learning and understanding of people they will meet, work with and live alongside.

4. Legal Requirements

In accordance with the law, we provide religious education for all pupils registered at the school, from Reception to Year 6. R.E. is taught in line with the Lewisham Agreed Syllabus. The teaching of R.E. comprises 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA. GB is committed to providing a broad and balanced curriculum, however parents have the right to withdraw their child/ren from R.E. Parents who choose to withdraw their children are required to state this in writing annually to the Head of School.

5. Programs of Study

Planning for R.E. is based on the two Attainment Targets in the Agreed Syllabus:

5.1 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.

5.2 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.

5.3 The Scheme of Work

The scheme of work for R.E. covers all the requirements of the Lewisham Agreed Syllabus 2018. R.E. is taught in half-termly units in a combination of religion-based and thematic topics.

EYFS	In Nursery and Reception, children learn through role play, storytelling and taking part in their own celebrations. Thematic based topics include: 'ourselves and celebrations' and 'people who help us'.
Year 1	Thematic topics: The Natural World; Food. Religion-based learning: Christianity – The Bible; a Local Church. Sikhism – Sikh Beliefs; Teaching and Life.
Year 2	Thematic topics: Right and wrong; Who am I? - Belonging. Religion-based learning: Hinduism – Worshipping God at Diwali; Belief and Home. Christianity – The Life and Teachings of Jesus; Easter and Symbols.
Year 3	Thematic topics: Peace Religion-based learning: Christianity – The Bible (New Testament). Islam – the Prophet Muhammad; the Five Pillars and Living a Muslim Life. Hinduism – Gods and Beliefs; Hindu Pilgrimage.
Year 4	Thematic topics: None Religion-based learning: Judaism – Shabbat; Succot/Passover. Buddhism - The Buddha; Living as Buddhists. Christianity – Local Places of Christian Worship; Celebrations.
Year 5	Thematic topics: None Religion-based learning: Judaism – Shabbat; Succot/Passover. Buddhism - The Buddha; Living as Buddhists. Christianity – Local Places of Christian Worship; Celebrations.
Year 6	Thematic topics: Journey of Life and Death; Faith and Belief in Lewisham. Religion-based learning: Islam – Ramadam and Id Ul Fitr; Hajj and Id Al Adha. Buddism – Following the Buddha's Teachings; The Buddhist community worldwide.



Each Year group, from Year 1 to Year 6, also study a week long unit on the Christian celebrations of Christmas and Easter, with a specific focus for each year group.

Aside from these specified R.E. 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.

5.4 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 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 R.E. and other curriculum subjects.

We endeavour to draw on the varied experiences and backgrounds of our pupils, parents and staff in order to make R.E. 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.

5.5 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 a wider context, faith rules and their application to moral and ethical issues, and cultural influences on religious practice.



5.6 Recording, Marking, Assessment and Reporting

Children's understanding of R.E. is celebrated in a number of ways including through drama, class/year group assemblies, in writing, on displays and in 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 year group Learning Journals.
- Through the recording of learning activities, objectives and outcomes in year group Learning Journals.
- The Curriculum Leader undertaking termly pupil interviews for each class to ascertain R.E. learning and enjoyment.
- Individual pupil completion of mind maps to track acquisition of knowledge at the beginning, throughout and at the end of each RE unit of work.