



# Religious Education Policy

<b>Governors' committee normally reviewing:</b>	Curriculum
<b>Date approved by Governors:</b>	February 2023
<b>Review Cycle:</b>	3 years
<b>Next Review Due:</b>	February 2026
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# Religious Education Policy

## Introduction

RE is taught throughout the school using differentiated approaches in order to meet the needs of all our pupils. We comply with statutory guidelines and follow the Southwark Agreed Syllabus for RE, with all pupils accessing the Early Years syllabus (with extension activities from KS1).

## Rationale

At Cherry Garden School we value and respect all pupils and their families. The traditions and world views brought to school by different religions and cultures give the whole school community the opportunity to learn and grow in understanding of each other. Fostering this understanding through the teaching of RE is important to us. RE also aims to help our pupils understand spiritual and moral values in both their lives, and the lives of others.

## Aims

- To acquire and develop knowledge and understanding of Christianity and the other principal religions that are represented in Great Britain - Hinduism, Islam, Judaism, Sikhism, Buddhism
- To develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures
- To explore life experiences
- To develop an understanding of how religion shapes a person's life
- To nurture spiritual growth through curriculum, collective worship, ethos & climate
- To develop an understanding of spiritual and moral values
- To encourage communication and participation
- To develop awareness of relationships with others
- To enable pupils to express joy at their own achievements and those of others so that they are able to live positively and purposefully as members of the community

## **Strategies for Learning**

Below is the guidance from Southwark Standing Advisory Council on Religious Education (SACRE) and how this will be adapted for the pupils at Cherry Garden School.

### ***Early Years Foundation Stage:***

The agreed syllabus suggests that the school experience of young children includes a range of RE-related activities that follow three themes:

- 'Celebrating special Times';
- 'Stories and what they tell us'; and
- 'Aspects of identity and relationships'.

### ***Key Stage 1 (ages 5 to 7):***

The agreed syllabus requires that schools 'reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain' (The Education Act 1996). This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity; at least one other principal religion; a religious community with a significant local presence and where appropriate a secular world view. There are 12 support units on the Southwark teachers website, written by practicing teachers in Newham that schools can use to support RE teaching in their school

### ***At Cherry Garden School:***

A whole-school religious theme is selected for each half-term, which may include alongside it seasonal festivals and celebrations across the major religions, and with a particular focus on the cultures and religions reflected in our own school community. The themes come from the Southwark Standing Advisory Council on Religious Education (SACRE) agreed syllabus for Early Years, with additional extension opportunities taken from year one of the Key Stage 1 syllabus, which will be used with those pupils for whom it is deemed appropriate.

<b>RE themes</b>		
<b>Term</b>	<b>Themes (based on EY)</b>	<b>Extension ideas (Based on year1 content)</b>
Autumn 1	Aspects of identity and relationships	How do you live well with family and friends?

Autumn 2	Celebrating special times	What does it mean to be Christian?
Spring 1	Stories and what they tell us	Stories and what they tell us
Spring 2	Celebrating special times	What does it mean to be Muslim?
Summer 1	Aspects of identity and relationships	How do you live well with family and friends?
Summer 2	Stories and what they tell us	Stories and what they tell us

- Teachers will ensure that the religious theme is explored in a way appropriate and meaningful to their particular children, whether it be through art, cooking, story time or free play. At least one assembly each half term focuses on a religious celebration and will allow the children to further develop their RE learning in an appropriate and multi-sensory way.
- Classes will have specific times for spiritual reflection through collective worship daily.
- Links with the local faith community will be fostered and developed, with opportunities for visits to religious buildings and visitors invited in to school wherever appropriate.
- A multi-sensory approach will be used to deliver the RE curriculum, incorporating children's interests and experiences.
- RE is a cross curricular subject and will link with the school curriculum through our core subject areas of CLL, PSED and UW.

Resources, appropriate to RE Syllabus will be ordered and monitored by the RE coordinator. A box of resources for each major faith and spirituality development are kept centrally.

All key stages have an assembly once a week, usually on a Friday. All assemblies involve a sensory exploration of items relating to a theme of significance to the whole school. Some examples include: Friendship, Meditation, Keeping Safe and Achievement.

### **Assessment, Recording and Reporting**

Religious Education is assessed and recorded in accordance with Cherry Garden School guidelines. Elements of the Maths, PSED and Knowledge and

Understanding of the World branch maps are used to assess RE, to ensure a holistic approach to learning.

### **Parents/ Carers**

Parents/carers are encouraged to contribute to their children's Religious Education by sending in artefacts, music, and books, which reflect their children's backgrounds and religions. They are also encouraged to share their own experiences and skills through visits, photographs etc.

- Parents/carers receive information about their children's experiences and achievements at school through the home /school book and Tapestry.
- Parents/carers are informed of their child's current topics through the termly school newsletter.
- Parents/carers receive feedback on their child's progress at Parents Evenings, reviews and end of year reports.
- Parents/carers are invited to attend celebrations and events at school i.e. Christmas Concert and Eid party.

### **Monitoring**

Each class teacher is responsible for ensuring the religious theme of the half-term is explored in the most meaningful way to their children. The R.E leader will offer ideas at the beginning of each half term, and formulate a Pinterest board for each topic.

Monitoring the progress of individual children is the responsibility of the class teacher.

### **Equal Opportunities**

We ensure that all children have equal access to the RE curriculum. We will use a wide range of resources and teaching approaches to ensure that this happens. We also use resources that reflect and celebrate the diversity of the children in our school and the wider community. We actively avoid stereotypes and use examples of positive role models wherever possible. Reference can be made to the school's single equality statement.

### **Health and Safety**

We aim to deliver the RE curriculum in accordance with Health and Safety regulations. Each teacher should complete a visit planning sheet and a visit risk assessment before a visit to a place of worship or religious interest takes place. Artefacts from the resource boxes, which are not made for unsupervised use by children, should be kept in a safe place and only be used under adult supervision.

**Related Policy**

See Collective Worship Policy