



## Thameside Primary School: Religious Education Policy

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<b>Policy reviewed by:</b>	Sam Bird
<b>Key Changes:</b>	<p><b>Key Changes to Align with the New Syllabus</b></p> <ul style="list-style-type: none"> <li>• Explicit reference to the Pan-Berkshire Agreed Syllabus (2025–2030) as the core framework.</li> <li>• Inclusion of Humanism and non-religious worldviews as required. Reference to the new progression model and how it supports assessment and curriculum design.</li> <li>• Emphasis on building partnerships with local faith and community groups. Acknowledgement of children’s rights to their own beliefs and cultural identity (UNCRC Articles 14 &amp; 30).</li> <li>• Coverage of curriculum moved to Appendix</li> </ul>



*Article 14: I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance.*

*Article 30: I have a right to speak my own language and to follow my family's way of life.*

## **THE LEGAL POSITION**

The school, in accordance with the 1996 Education Act, provides Religious Education for all pupils registered at the school. Religious Education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, Religious Education is taught in accordance with a locally agreed syllabus; in our case, that of Reading. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

## **AIMS OF RELIGIOUS EDUCATION**

Religious education aims to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions 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;
- enhance their spiritual, moral, social and cultural 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 (summarised from the Locally Agreed Syllabus for Religious Education).

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, in accordance with the locally agreed syllabus, our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

## **PLANNING AND DELIVERY**

The planning, teaching and learning and assessment of RE should be informed by the school's assessment policy and are currently taken from Agreed syllabus and 'The non-statutory national framework for Religious Education' published by QCA in 2004 and the Pan-Berkshire Agreed Syllabus for Religious Education 2025.

Questions form the heart of the Agreed Syllabus to highlight that RE is enquiry based which can give rise to diverse answers, beliefs and worldviews.

The religious education curriculum is based on two attainment targets laid down in the Agreed Syllabus:

Learning about religion

Learning from religion



## **TEACHING, LEARNING AND ACHIEVEMENT**

In the teaching and learning of religious education a variety of resources, styles, and techniques will be used as appropriate. Students will engage in activities which will also enable teachers to assess what they have learnt. The children are actively encouraged to assess their own learning and progress (Assessment for Learning). Assessment of children's work has been reviewed and Band descriptors have been compiled.

## **SEND**

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

## **HOMEWORK**

Homework will be set, if appropriate, according to Thameside's Homework Policy.

## **THE ROLE OF THE RE SUBJECT LEADER**

The subject leader is responsible for monitoring and implementation of the policy.

The subject leader is responsible for organising and updating resources.

The subject leader is also responsible for the RE budget and portfolio.

The subject leader should give appropriate support and help as necessary.

## **ROLE OF ASSEMBLIES**

It is a statutory requirement for the children to gather for a daily act of collective worship. Daily, weekly and termly assemblies provide opportunity to observe examples of work, share individual successes and aid the children's spiritual, moral, personal and social development, although this is not part of teaching and learning in Religious Education. Please cross reference with the Collective Worship Policy and the PSHE policy. At the end of singing assemblies, a reflective period should be administered.

## **WITHDRAWAL FROM RELIGIOUS EDUCATION**

Parents may withdraw their children from all or any part of Religious Education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.



## Appendix 1

### Foundation Stage

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. The guidance given in the Agreed Syllabus is to help the teacher find ways of helping children to develop spiritually, morally, socially and culturally. RE can make an active contribution to:

- What does it mean to be kind?
- Why are some people remembered by others?
- Why are some places special?
- Why are some occasions special?
- What can we learn from stories?
- Why are some items and actions special?

### Key Stage 1

During this key stage pupils should engage with the following key questions:

#### RE UNITS – both questions must be covered

Y1: What are religions and worldviews and how do we find out about them?

Y2: What do different religions and worldviews have in common?

#### CHRISTIANITY – choose at least two questions per year group

- What do Christians believe about God and why?
- What is the story of Jesus and how do Christians remember him?
- What did Jesus teach his followers and how did he teach?
- How and where do different Christians worship and celebrate?
- What role does the church play in the life of a Christian?
- How and why do Christians pray?

#### HINDU DHARMA/HINDUISM – In Y1 or Y2 (choose from)

- What beliefs and values are most important to Hindus and why?
- What role does a place of worship play in Hindu life?
- What might Hindus learn from traditional stories?
- What might a Hindu way of life look like?

#### JUDAISM – In Y1 or Y2 (choose from)



- How and where did Judaism start?
- What important things are remembered at Shabbat and either Rosh Hashanah or Pesach?
- What might a Jewish way of life look like?
- What role does the synagogue play in Jewish life?

#### **NON-RELIGIOUS WORLDVIEWS – In Y1 or Y2**

- What happens in families where there is no religion?

Pupils' answers to these questions will draw on Christianity and Judaism and other religions as appropriate.

#### **Lower KS2**

During this key stage pupils should engage with the following key questions:

#### **CORE UNITS: Do both units**

Y3: Can observing behaviour reveal what people believe and value?

Y4: How does reading sacred texts help people understand the beliefs and values of others?

#### **CHRISTIANITY – Choose at least 2 questions per year group.**

- What do the biblical names for Jesus tell us about who Christians believe him to be?
- How did Jesus teach his followers to show friendship?
- Why is Easter important to Christians?
- What difference does Pentecost make and to whom?
- Where do ideas about right and wrong come from for Christians?
- How and why do Christians try to make a difference in the world?

#### **ISLAM – In Y3 or Y4 (choose from)**

- What do Muslims believe about God and why?
- Who is Prophet Muhammad and why is he important to Muslims?
- How and why is the Qur'an a source of guidance for life for a Muslim?
- What role does the Mosque play in Muslim life?

#### **SIKHI – In Y3 or Y4 (choose from)**

- What do Sikhs believe about God and why?
- What might it look like to live as a Sikh?
- What is the Guru Granth Sahib and why is it important to Sikhs?
- What role does the Gurdwara play in Sikh life and worship?

#### **NON-RELIGIOUS WORLDVIEWS – in Y3 or Y4**



- Where do ideas about right and wrong come from for non-religious families?

## Upper KS2

During this key stage pupils should engage with the following key questions:

### CORE UNITS – Do both units

Y5: What shapes a person's worldview?

Y6: How well does faith help people cope with matters of life and death?

### CHRISTIANITY – Choose at least 2 questions per year group

- Why is the Bible important to some Christians in worship both in church and at home?
- How is the Bible interpreted by different Christians?
- How does the Bible teach Christians to be wise?
- What do different Christians believe about life after death and how do they show these beliefs?
- How and why do Christians show commitment to God?
- How do Christian beliefs influence the way people respond to local and global issues?

### HINDU DHARMA/HINDUISM – In Y5 or Y6 (unless focusing on Sikhi or Buddhism) (choose from)

- How do tradition, sacred text and story help Hindus understand their relationship with the world?
- What might it look like to live as a Hindu in different parts of the world?
- What influences the way Hindus respond to local and global issues of social justice?

### ISLAM – IN Y5 or Y6 (unless focusing on Judaism) (choose from)

- What do Muslims learn about God and human life from their sacred texts and traditions?
- What might it mean to be a Muslim in different parts of the world? What influences the way Muslims respond to local and global issues of social justice?

### JUDIASM - IN Y5 or Y6 (unless focusing on Islam) (choose from)

- What is the role of Jewish sacred texts and tradition?
- What might it mean to be Jewish in different branches of Judaism?
- What influences the way Jewish people respond to local and global issues of social justice?

### SIKHI – In Y5 or Y6 (unless focusing on Hindu dharma or Buddhism) (choose from)

- What do Sikhs learn about God and human life from their sacred texts?
- What might it look like to live as a Sikh in different parts of the world?
- What influences the way Sikhs respond to local and global issues of social justice?



### **NON-RELIGIOUS WORLDVIEWS – In Y5 or Y6**

- What influences a non-religious and/or Humanist response to local and global issues of social justice?

### **BUDDHISM** –Optional for Y5 or Y6 (unless focusing on Hindu Dharma or Sikhi) (choose from)

- How do sacred texts and traditions help Buddhists understand their identity and purpose?
- What might it look like to live as a Buddhist in different parts of the world?
- What influences the way Buddhists respond to local and global issues of social justice?

Pupils will be given opportunities to develop the skills and attitudes required by the Agreed Syllabus:

#### **Skills**

communication

application of number

ICT

working with others

improving own learning and performance

problem solving

thinking

creativity

#### **Attitudes**

commitment

fairness

respect

self-understanding

enquiry

open-minded

tolerance