

## 1. Legal Requirements and Time Allocation for Religious Education

The law states that Religious Education (RE) must be provided for all pupils registered in full time education, except those who are withdrawn at their parents' request. RE must be taught in schools in accordance with the Locally Agreed Syllabus. It must reflect the fact that *'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'*. (Challenging RE: The Oxfordshire Agreed Syllabus for RE 2015-2020:p7). The Standing Advisory Council for Religious Education (SACRE) recommend that 5% of curriculum time be allocated to the teaching of RE in order that pupils' experience of RE is both *'coherent and meaningful'*. (Challenging RE:p7)

## 2. The Place of RE in the Curriculum

The RE which is taught at Europa School is diverse, relevant, enjoyable and rigorous. The syllabus covers aspects of the six main world faiths and pupils are encouraged to build up their own knowledge and understanding of these. In addition, in the upper years of the school, the course covers a wide range of ethical issues where pupils are encouraged to form and express their own opinions based on accurate subject knowledge and reasoned judgment.

There is plenty of scope to discuss ultimate questions and to compare and contrast the varying religious and non-religious responses to these. Matters of life, death, morality and spirituality are all part of the conversation in RE lessons.

Religion is woven through the history and culture of Europe. It is important that pupils appreciate and understand the role that religion has played in shaping beliefs and practices across the continent and in this country.

Enquiry and openness are very much encouraged in RE lessons. Finding out about the beliefs and values of others can help pupils to reflect on their own world view and to relate with more empathy to those around them.

## 3. The Aims of RE

The aims for RE in school are as follows:

- To enable pupils to understand that there is a wide variety of influential religious belief and practice around the world.
- To enable pupils to explore and reflect on questions about the meaning of life.
- To enable pupils to present reasoned and coherent responses to controversial moral issues and religious truth claims.
- To enable to pupils to develop respect for people whose beliefs and values are different from their own.

- To enable to pupils to understand the history, nature and diversity of European religious traditions.
- R.E. counterbalances and compliments the scientific view of creation which tends to dominate most other areas of the S1 to S7 EB curriculum.

#### **4. Attainment Targets**

There are two Attainment Targets in the teaching of RE.

Attainment Target 1 (AT1) is **Learning about Religion**. This means that the pupils will explore the beliefs and practices of religions in the UK and around the world. It includes learning about sacred texts and religious leaders, individual and corporate worship, celebrations, identity and expression. Pupils will use appropriate religious vocabulary in order to analyse and explain. In addition, AT1 involves engaging with ultimate questions and moral issues.

Attainment Target 2 (AT2) is **Learning from Religion**. This involves the pupils reflecting on what they learn in RE. The three main skills which are covered by AT2 are application, interpretation and evaluation.

#### **5. Content and Approach**

The following religions will be studied:

- Christianity
- Judaism
- Islam
- Hinduism
- Buddhism
- Sikhism

The approach to teaching these religions will be a combination of thematic and by individual religion. The scheme of work makes this distinction clear.

#### **6. Scheme of Work Outline**

S1				
<b>1 What difference does religion make?</b>	<b>2 Expressions of Spirituality</b>	<b>3 Jesus</b>	<b>4 Buddhism</b>	<b>5 Christian Spirituality</b>
An introduction to religion around the world	Rites of passage – life as a journey	Internal and external evidence Writing the Gospels	Teachers and Teaching What difference has the Buddha made?	Denominational differences in Christianity
What does it mean to be religious?	Sikh naming ceremony and joining the Khalsa	Main events in the life of Jesus	Worship Buddhist Shrine	Catholic faith and practice
Is there a spiritual dimension?	Christian infant and adult Baptism	Teaching and miracles	Buddhist values Eightfold Path Four Noble Truths	Eastern Orthodox faith and Practice
How do religious beliefs influence actions?	Hindu Sacred Thread ceremony	Holy Week and Easter Crucifixion, resurrection and salvation	Festivals Wesak	Protestant faith and practice
Case studies of Gandhi and Martin Luther King		Christ in art Religious symbolism How Jesus is viewed by other faiths		The spread of religions across Europe

<b>S2</b>					
<b>1 Judaism</b>	<b>2 Old Testament Overview</b>	<b>3 Sikhism</b>	<b>4 Forgiveness</b>	<b>5 Images of God in the Bible</b>	<b>6 Creation Stories</b>
Worship, sacred texts and the synagogue	The Patriarchs Abraham Isaac Jacob	Why did Guru Nanak start a new religion?	Christian teaching about forgiveness Story of Gee Walker	God of the garden, flood and tower Gen 1-11	Hindu
Foot festivals and celebrations	Joseph Moses The Exodus The Decalogue	Sikh teaching about living in the world	Truth and Reconciliation Commission in South Africa	God as fire Moses	Sikh
Rites of passage Bar Mitzvah and marriage	Settlement in Canaan Judges	Equality	Forgiveness according to Jewish belief and practice	God as vision Isaiah	Buddhist
Judaism at home Shabbat and Kashrut	The monarchy Division of the kingdom Conquest and exile	What makes a Gurdwara special?	Taize and Corrymeela	God as silence Elijah	Muslim
Diversity within Judaism Orthodox and Reform	Pre-exilic prophecy and symbolism	Relating to people of other faiths		God in art	Judeo Christian

<b>S3</b>					
<b>1 Islam</b>	<b>2 Vulnerable People</b>	<b>3 Prejudice and Discrimination</b>	<b>4 Moral Values</b>	<b>5 Encounters with God</b>	<b>6 Hinduism</b>
How the faith began and spread Revelation Prophethood	The woman caught in adultery	Prejudice, discrimination, stereotyping and scapegoating	What is important in life? How do we make decisions?	Belshazzar and the writing on the wall	Festivals
The Qur'an The Hadith	Noah	Background to the slave trade	Why be good? Taking moral decisions	Judah and Tamar	Worship
Worship and the Mosque	Adam and Eve	Campaign to abolish the slave trade	Religious leaders in politics Oscar Romero	The suffering of Job Buddhist and Sikh teaching about suffering	Stories from sacred texts
The Five Pillars	Psalm 139	Modern day slavery	Religious involvement in conflict: Jerusalem	The Syro-Phoenician woman	Pilgrimage

The role of women/family life	The stilling of the storm				Hindu values (Dharma)
-------------------------------	---------------------------	--	--	--	-----------------------

<b>1 Religion and Global Issues</b>	<b>2 Religion in the Community</b>	<b>3 Religion and Moral Values</b>	<b>4 Religion and the individual</b>	<b>5 Religion and the World</b>	<b>6 Religion and Moral Issues</b>
War and the Just War Theory	Homelessness and charitable responses	The problem of evil and suffering Natural disasters and manmade suffering	Sikhism Joining the Khalsa Expressing and being committed to the Sikh faith	The origins of the universe Scientific truth and religious truth	The right to die Euthanasia
Religious teaching on the environment	Theological differences between Catholic and	Religious responses to suffering	Pilgrimage An expression of	The Cosmological Revolution	Crime and punishment

	Protestant churches Reformation and Catholic Reformation		commitment to faith		
War and remembrance Edith Cavell	Buddhism and emotional intelligence				Capital punishment
Fairtrade and social justice					
Immigration in the UK					

<b>1 Religion and the World</b>	<b>2 Religion and Global Issues</b>	<b>3 Religion and Human Identity</b>	<b>4 Religion and the Individual</b>	<b>5 Religion and Moral Values</b>	<b>6 Religion and Relationships</b>
Judaism: Living with the Holocaust	Global inequality,	Abortion	What makes	Human responsibility	Prejudice and discrimination

	poverty and injustice	Historical background	people happy?	absolute and relative morality	
Hinduism: Durga Puja festival	Tax justice campaign Christian Aid	Abortion Christian teaching	Personal faith Bernadette of Lourdes	Censorship and freedom of speech Religion in the media	Holocaust Memorial Day
Shinto Fire Festival Folk Religion	Amos and Social injustice	Abortion Moral issues	Personal faith Liberation Theology		
Miracles In holy books and history	War and remembrance		Personal faith Jihad		
Miracles Philosophical responses	Pacifism and conscientious objectors				

S6					
1 Religion and the Community	2 Religion in the World	3 Religion and Ethical Issues	4 Religion and Ethical Questions	5 Religion and the Existence of God	6 Religion and Knowledge
Disability: Lessons from the life of Alison Lapper	The refugee Crisis	The dangers of the mob: Cecil the Lion and a gospel story (John 8)	Making moral choices: what guides our thinking?	What makes us happy? Spiritual values, faith and well being	Religion and science: Faith and the universe
Religion in the arts: 'The Return of the Prodigal Son' by Rembrandt	The impact of walls around the world	The challenge of materialism and consumerism	Euthanasia: religious perspectives and issues raised	Faith, agnosticism and atheism	Religion and science: Creation and evolution
The impact of social media: A religious response	Emmanuel Jal: Sudanese Child Soldier	Living with global poverty: Justice and development		The Reason for God: belief in an age of scepticism	Can we prove the existence of God?
Mental health Issues	War and Remembrance	Religious attitudes to homosexuality			

S7					
1 Religion and the Community	2 Religion in the World	3 Religion and Ethical Issues	4 Religion and Ethical Questions	5 Religion and the Existence of God	6 Religion and Knowledge
Guilt, shame and forgiveness John Profumo Eric Lomax Simon Wiesenthal	Church history in four stages: Early Church, Dark Ages, Reformation and the 19 <sup>th</sup> Century	Religion and sexuality Homosexuality and religious teaching	Religion and the media Censorship and freedom of speech	Evidence, Faith and Knowledge Atheist, Agnostic or Theist?	Religion and Spirituality Pick and Mix Religion Spiritual but not religious
	The refugee crisis Reasons and responses	Fairtrade and social justice in the global tax system			Hindu teaching (Dharma)
	The Palestine/Israeli conflict Historical background and current situation	Religion and gender issues Feminist theology			Religious Language The Syro-Phoenician Woman (Mark 7)
	The global rise of fundamentalist religion				

## **7. Methodology**

RE is taught using a wide range of different methods. Pupils learn in very different ways and so a variety of strategies will be evident in every lesson so that each pupil can reach his or her potential.

Some of the strategies used are:

- Pictures e.g. picture extending/labelling
- Textual analysis
- Paired work
- Small group discussion
- Whole class question and answer
- Drama
- Case studies
- Debate
- Agree/Disagree
- Artwork and creative display
- Artefacts
- Brainstorming
- Creative and reflective writing
- Making games
- Sorting and ranking
- Visitors
- Listening
- Mind maps
- Mysteries
- Poetry
- Similarities and differences
- Thinking hats

The skills which are central to this RE syllabus include subject knowledge, understanding, empathy, reflection, communication, evaluation and interpretation.

## **8. Resources**

The resources which are used in lessons include the following:

- Extracts from numerous reference books
- Blog posts and other online material

- Artefacts from various world faiths
- DVDs
- Visitors from local faith groups

RE lessons take place in a spacious dedicated classroom which is equipped with a white board, digital projector, computer and display boards.

	<b>Learning about Religion</b>	<b>Learning from Religion</b>
<b>8</b>	Analyse	Justify your views
<b>7</b>	Account for...	Evaluate
<b>6</b>	Interpret	Express insight
<b>5</b>	Explain	Express your views
<b>4</b>	Show understanding	Apply ideas
<b>3</b>	Describe	Make links
<b>2</b>	Retall	Respond sensitively
<b>1</b>	Name	Talk about

### 9. Assessment

In terms of assessment, two systems are in place:

The pupils' work is assessed according to the eighth level scale for RE which is identified in the Oxfordshire Agreed Syllabus. This shows very clearly how pupils progress in their learning, according to the two attainment targets; Learning from Religion and Learning about Religion.

A table showing a summary of the key skills at each level is shown here:

The second assessment system is that of the European School, which requires that on the twice-yearly school reports, pupils will be given a grade from A to FX.

Therefore, the level that a pupil achieves on the eight level scale for RE will be translated into a grade on the European School Marking Scale.

### 10. RE and other aspects of the curriculum

RE makes a significant contribution to the spiritual, moral, social and cultural development of the pupils.

Lessons celebrate cultural diversity as pupils investigate worldwide religion. Aspects of spirituality are named and explored. Furthermore, pupils are encouraged to reflect on their own understanding and experience, leading to conversations which are wide-ranging and stimulating. Social and moral issues, viewed from a religious and non-religious perspective, feature throughout the syllabus with

particular emphasis in S4-S7. The subject examines alternative creationist views of the universe which compliment the scientific view of creation, present in other areas of the EB curriculum.

Europa School is committed to valuing the opinions, beliefs and practices of all. This is upheld within RE lessons and special care is taken to include minority groups. In addition, provision is made for pupils who are gifted and talented and those with special educational needs.

### **11. Withdrawal**

RE is an integral part of the broad and balanced curriculum of Europa School. Withdrawal from R.E. is only permitted by the Principal upon receipt of a written request from either the parent(s) or guardian(s).

Rosie Groth  
November 2018