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Europa School UK Secondary Religious Education Policy

Version and Date		Action/Notes
V1	Nov 2018	Updated for Secondary
V2	June 2022	
Review Date June 2025		

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that Religious Education (RE) must be provided for all pupils registered in full time education, except those who are withdrawn at their parents' request.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.

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.

5. Scheme of Work Outline

What difference does religion make?	Lessons of Spirituality		Buddhism	Christian Spirituality
Introduction to religion around the world	Life passage – life as a journey	Internal and external evidence The Gospels	Lessons and Teaching What difference has the Buddha made?	Comparational differences in Christianity
What does it mean to be religious?	Baptism ceremony and joining the Khalsa	Key events in the life of Jesus	Christ The Holy Shrine	Core faith and practice
What is a spiritual dimension?	Baptism for an infant and adult	Parables and miracles	Core values The Holy Path The Noble Truths	Core Orthodox faith and Practice
How do religious beliefs influence actions?	Sacred Thread ceremony	Week and Easter Crucifixion, resurrection and salvation	Jesus	Core faith and practice
Studies of Gandhi and Martin Luther King		Jesus in art Jesus symbolism How Jesus is viewed by other faiths		Spread of religions across Europe

ism	estament Overview	ism	veness	es of God in the Bible	tion Stories
ip, sacred texts and the synagogue	triarchs im	d Guru Nanak start a new religion?	an teaching about forgiveness f Gee Walker	the garden, flood and tower 11	
stivals and celebrations	odus calogue	aching about living in the world	nd Reconciliatio n Commission in South Africa	fire	
f passage tzvah and marriage	hent in Canaan	y	eness according to Jewish belief and practice	vision	st
n at home at and Kashrut	onarchy n of the kingdom est and exile	nakes a Gurdwara special?	nd Corrymeela	silence	n
ty within Judaism lox and Reform	lic prophecy and lism	g to people of other faiths		art	Christian

	erable People	idice and Discrimination	al Values	unters with God	uism
he faith began and spread tion ethod	oman caught in adultery	ice, discrimination, stereotyping and scapegoating	s important in life? o we make decisions?	zzar and the writing on the wall	Is
ir'an dith		ound to the slave trade	e good? moral decisions	and Tamar	ip
ip and the Mosque	and Eve	ign to abolish the slave trade	us leaders in politics Romero	ffering of Job st and Sikh teaching about suffering	from sacred texts
re Pillars	139	n day slavery	us involvement in conflict: em	ro-Phoenician woman	age
e of women/family life	lling of the storm				values (Dharma)

ion and Global Issues	ion in the Community	ion and Moral Values	ion and the individual	ion and the World	ion and Moral Issues
and the Just War Theory	nessness and charitable responses	problem of evil and suffering natural disasters and manmade suffering	the Khalsa singing and being committed to the Sikh faith	beginnings of the universe divine truth and religious truth	right to die in Asia
religious teaching on the environment	doctrinal differences between Catholic and Protestant churches Reformation and Catholic Reformation	religious responses to suffering	religious expression of commitment to faith	Scientific Revolution	hell and punishment
World remembrance Day	holocaust				hell and punishment

	emotional intelligence				
de and social justice					
ration in the UK					

1 Religion and the World	ion and Global Issues	ion and Human Identity	ion and the Individual	ion and Moral Values	ion and Relationships
n: Living with the Holocaust	inequality, poverty and injustice	on cal background d	nakes people happy?	o responsibility, te and relative morality	ce and discrimination
sm: Durga Puja festival	tice campaign an Aid	on an teaching	al faith lette of Lourdes	ship and freedom of speech n in the media	ust Memorial Day
Fire Festival eligion	and Social injustice	on issues	al faith		

			ion Theology		
es books and history	id remembranc e		al faith		
es Philosophical responses	m 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	Church history in four stages: Early Church, Dark Ages,	Religion and sexuality Homosexuality and	Religion and the media	Evidence, Faith and Knowledge	Religion and Spirituality Pick and Mix Religion

John Profumo Eric Lomax Simon Wiesenthal	Reformation and the 19 th Century	religious teaching	Censorship and freedom of speech	Atheist, Agnostic or Theist?	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				

6. 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.

	Learning about Religion	Learning from Religion
8	Analyse	Justify your views
7	Account for...	Evaluate
6	Interpret	Express insight
5	Explain	Express your views

4	Show understanding	Apply ideas
3	Describe	Make links
2	Retall	Respond sensitively
1	Name	Talk about

9. Assessment

In terms of assessment, two systems are in place:

The pupils' work is assessed according to the eight level scale for RE which is indentified 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