

# Religious Education (RE)

## Religious Education Intent

The Religious Education Council states that, 'The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain'.

At BTAM, RE makes strong links to our Spiritual, Moral, Social and Cultural (SMSC) focus as well as teaching the fundamentals of British Values; RE is also interwoven with our PSHE curriculum. Our teaching of RE is in line with the Bromley Agreed Syllabus (2020) for Religious Education, which can be viewed by clicking [here](#). We aim to teach pupils what religion is about and the importance that it plays in peoples lives and how this may impact their everyday actions, beliefs, traditions, clothing, food, names, times of and types of celebrations as well as daily routines. There are signs of religion all round us in our local communities and landscapes with churches and other places of worship and we aim to identify and explore the culture and beliefs behind them.

Through our teaching of RE, we aim to:

- promote a deeper understanding of the multicultural and multifaith society we live in today, in modern day Britain.
- promote a positive attitude towards all people, respecting their rights to hold different beliefs.
- teach in a way that is open and objective and does not seek to urge religious beliefs on any of our pupils, nor compromise the integrity of any pupils own religious position by promoting one tradition or faith over another.
- promote the values and attitudes necessary for good citizenship in a multi faith and multiracial society; we do this through developing an understanding of, and respect for different beliefs, practises, races and cultures.

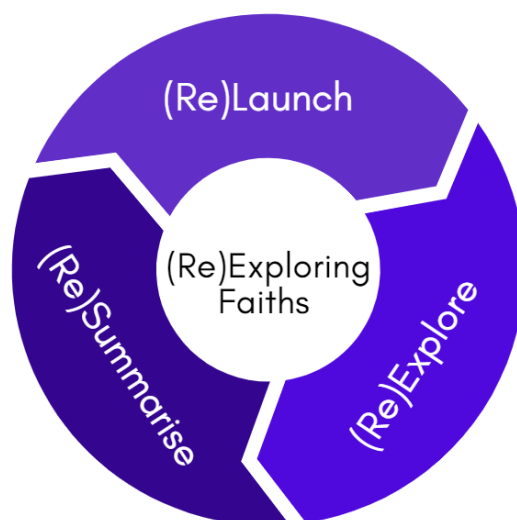
RE is not the same as collective worship and although we recognise the very close links that RE has with our opportunities for collective worship, discussion around British values and the teaching of PSHE, RE is separate. RE is taught discreetly so that we are developing an informed, reflective and compassionate school community of pupils who can empathise with and have respect for different faiths.

## Implementation

Through our teaching of RE, over a two-year rolling programme we teach Christianity, Hinduism, Judaism, Sikhism, Buddhism, Islam and Humanism. We provide our curriculum time as a focused period of immersive learning so that our pupils can develop a deeper understanding and therefore, empathise with and compassion for different faiths.

Through our enquiry-based approach, we start every unit of learning with some key questions which are answered through the course of the study. At BTAM, we know that many of our pupils have gaps in their learning and are likely to have missed periods of education and so we endeavour to enhance cultural capital,

understanding of our local community and knowledge of the world for all through our teaching in this subject. Because of this, we aim to launch or re-launch the learning of a particular faith, explore, or re-explore the depths and understanding of the key teachings of a faith and then we summarise or re-summarise our understanding and consider how the faith we are learning about fits into modern day Britain. The model below demonstrates how constant assessment throughout the learning enables further challenge and deeper understanding.



Through our teaching of RE, pupils learn:

- what life is like from a religious point-of-view
- to distinguish between the religions and understand what religion entails
- to appreciate the values and attitudes which individuals in a faith hold true and the effects these have on the community
- build and use domain specific vocabulary

Learning in RE is an active process which involves pupils having opportunities to engage with materials and experience immersive learning, because of this, we teach RE through focused RE days each half term. This approach provides our pupils with the emphasis they need to make the new connections in learning and provide multiple opportunities to reflect.

The work and reflections from across the school are collated into a central display to provide retrieval practice for all pupils and a stimulus for conversations and questions about deeper meanings that each pupil can access at their own level, for example, 'Can you remember why we made tea light holders when we were studying Hinduism?' This question would promote a discussion around the festival of Diwali, the story of Rama and Sita and the understanding that good wins over evil as the key message of the festival, pupils with a deeper understanding may go on to discuss the principal beliefs of the faith, for example, 'with persistence and dedication, good will win over evil'. We are then also able to draw on this knowledge when studying different faiths and can see where the similarities may be between the beliefs of different faiths. The Bromley RE calendar is also displayed in this location to provide further opportunities for revisiting a faith and developing curiosity within our pupils about different faiths, celebrations, and the history behind them – these interests can then be explored in class through a range of collective worship opportunities.

Our big questions encourage meaningful conversations and teachers use a range of learning activities, experiences, sources, and resources to encourage the key knowledge and vocabulary needed to discuss these questions in a deep and meaningful way.

## Impact

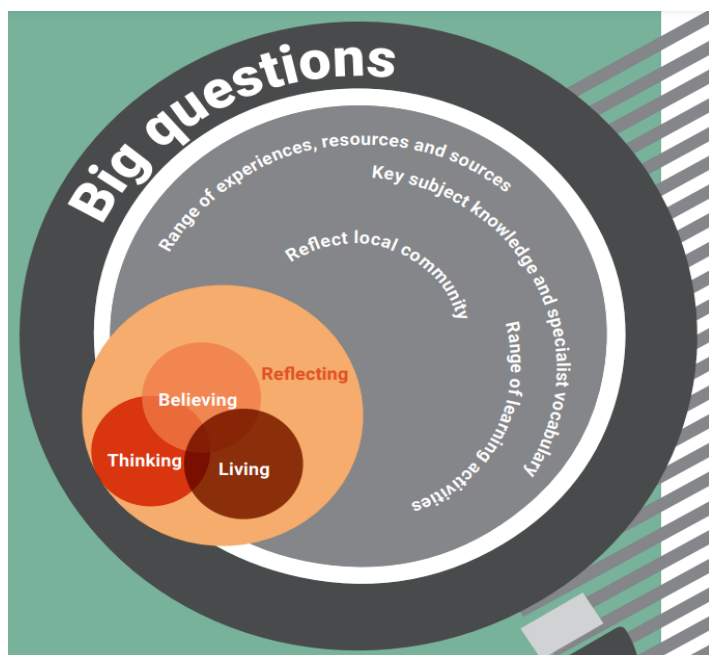
Assessment takes place throughout the learning with many opportunities for discussion and reflection. Teachers will assess the pupil's depth of understanding using the Religious Education Skills Spectrum as a guiding tool and progress against this is reported formally to parents and carers annually (the skills spectrum can be seen on Pages 24-25 of the Bromley agreed syllabus). Pupils will demonstrate progress through the depth of their responses and their pre and post learnign assessments as well as the learning reflections.

Assessment in RE reflects on:

**Believing:** What do people believe and do?

**Thinking:** How to people respond to ultimate questions and big issues

**Living:** How do beliefs and values make a different to lives?



**Learning RE should be active learning, where pupils engage with materials on more than just a superficial level. In a way, it is like cooking with a range of ingredients; understanding the flavours and appreciating how they blend together, as opposed to simply reciting a list of ingredients from memory.**

Source: Bromley agreed syllabus

Our RE curriculum celebrates diversity and promotes a positive image of the wider community, including its beliefs, traditions, cultures, languages, and history. Our RE curriculum ensures that our pupils develop spiritually, academically, emotionally, and morally to promote and realise a better understanding of themselves and others. Our teaching of RE equips our pupils with the opportunities, challenges, and responsibilities of living in a rapidly changing, multicultural world.