

Portway – how we teach Religious Education



**Leading
Learning Trust**



Introduction

The Religious Education (RE) syllabus that we use at Portway follows Newham's document on the subject: [RE – exploring beliefs, celebrating diversity](#). This document has been agreed further to extensive consultation with teachers, members of the community and the Children and Young People's Service in Newham.

The foreword to the document encourages users to view it as '...an invitation to discover something about the other - other people's faith or others who question faith and to discover new worlds of understanding. It is an invitation to journey alongside another and find out about their culture or belief.'

Our complete Religious Education Policy is available on request – please contact the school office for a copy.

Spiritual, Moral, Social and Cultural Education

RE has a key role in promoting pupils' **spiritual** development by fostering skills to enable the exploration of and response to, for example:

- how they relate to themselves, to others, to the world around them and, for some, to God;
- paradox, mystery and the deepest questions of life such as 'Why are we here?', 'Why do people die?' and 'Why is there so much suffering in the world?';
- the lives of individuals and groups who have inspired others;
- what different religious, spiritual and secular traditions teach about the meaning and purpose of life; and
- values such as justice, honesty and truth.

RE has a key role in promoting pupils' **moral development** by fostering skills to enable the exploration of and response to, for example:

- personal issues and values like why should I tell the truth, and how can I be good?
- a range of ethical and moral issues;
- the role of ethical rules and codes within communities and society; and
- what different religious, spiritual and secular traditions teach about right and wrong.

RE has a key role in promoting pupils' **social development** by fostering skills to enable the exploration of and response to, for example:

- their own growing sense of identity, place in society and different experiences of community, eg family, school, national, religious;
- their experience of working in diverse groups and social settings;



- a range of social issues relating to the quality of life in contemporary society;
- how religious teachings have shaped and influenced different communities and societies;
- commonly shared experiences that communities seek to celebrate and mark, e.g. rites of passage;
- how religious, spiritual and secular traditions lead to particular actions and concerns; and
- how religion has inspired individuals with a sense of social responsibility that has generated great social change historically.

RE has a key role in promoting pupils' **cultural development** by fostering skills to enable the exploration of and response to, for example:

- the place of culture and tradition in their own and others' lives;
- the relationship between culture and religion, and how religions and beliefs contribute to cultural identity and practice;
- the ways in which those from different cultures have expressed themselves through the creative and expressive arts; and
- the many ways in which meaning, belief and value can be expressed and communicated.

RE also has a contribution to make to a pupils **emotional** and **intellectual development**.

How British values contribute to Religious Education

In RE pupils will engage, 'with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain' (Ofsted guidance to inspectors, April 2015).

RE has a significant contribution to make to preparing pupils for modern life in Britain by, for example:

- providing a model for reflection, engagement and encounter for life-long learning;
- providing opportunities to explore issues of identity and belonging in Newham;
- encouraging the investigation of a range of lifestyles and ways of thinking in order to understand themselves and others better;
- encouraging reflection on their own and others beliefs, values and lifestyles and, with sensitivity, to develop understanding of beliefs;



- providing opportunities for the challenge of unhelpful stereotypes and the promotion of key values such as 'respect for all';
- fostering personal engagement with, and a sense of responsibility for, the development of a diverse, understanding and equitable society; and
- fostering appreciation of the accumulated wisdom of centuries of human experience as distilled in religious beliefs, practices and texts.

2016 RE units of work and links to fundamental British Values

All the units of work link to the value of **tolerance** and **mutual respect**. Below are lists of units that also link to the fundamental values of; **rule of law**, **individual liberty** and **democracy**.

Year group	Rule of Law	Individual liberty	Democracy
Year 1	<ul style="list-style-type: none"> ❖ What does it mean to belong to Islam? ❖ What does it mean to belong to Hinduism? ❖ What does it mean to belong to Christianity? ❖ What does it mean to belong to Sikhism? 	<ul style="list-style-type: none"> ❖ What can be special about living with family and friends? 	
Year 2	<ul style="list-style-type: none"> ❖ How do special foods and fasting help people? 		
Year 3	<ul style="list-style-type: none"> ❖ How do Jews celebrate? 		
Year 4	<ul style="list-style-type: none"> ❖ Marriage 	<ul style="list-style-type: none"> ❖ Religions in our neighbourhood ❖ What makes me the person I am? 	
Year 5	<ul style="list-style-type: none"> ❖ Muhammad (pbuh) and the Qur'an ❖ What inner forces affect us? ❖ Jesus' example 		<ul style="list-style-type: none"> ❖ Animal's law case
Year 6		<ul style="list-style-type: none"> ❖ Similarities and differences between religions ❖ Celebrations 	