



DOROTHY BARLEY JUNIOR ACADEMY POLICY FOR RELIGIOUS EDUCATION



DBJA Religious Education Policy

Other related policies, legislation and documentation:

Curriculum Policy
Learning & Teaching Policy
Marking, Feedback & assessment Policy
LBBD Locally Agreed Syllabus
2021 LBBD Census religion data

This policy was devised and adopted in January 2017

Last reviewed September 2026

Next review: September 2027

1.0 INTRODUCTION

1.1 School Values and Aims

Dorothy Junior Barley Academy serves a richly diverse community therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

We follow the London Borough of Barking & Dagenham Locally Agreed Syllabus the *Learning for Life Agreed Syllabus for RE* and recognise the wide variety of religious and non-religious families from which our pupils are a part of. Where appropriate we teach RE thorough Topic and through Philosophy for Children. We achieve a positive and caring ethos throughout. We believe that the exploration of religious beliefs and practices enable our pupils to mature in relation to their own patterns of belief and behaviour. It is also our aim to encourage our pupils to think clearly, and reflect thoughtfully and honestly about religious and moral issues and about their own attitudes towards themselves and others. We are proud to have the support of local faith groups and are encouraging them to make positive contributions to the school and RE lessons wherever possible. We are sensitive to the background of each child and work to ensure that all pupils within our care feel and are included in our RE programme. We welcome and celebrate this diversity.

Barking and Dagenham's new Agreed Syllabus for Religious Education and Worldviews (RE) became statutory for all maintained schools in Barking and Dagenham from September 2025. As a SACRE, they aim to ensure that children and students in Barking and Dagenham schools receive a rich and engaging RE curriculum. We are confident that this new syllabus enables all teachers to deliver an effective curriculum that is rich in substantive knowledge (content) but also provides children and students with the opportunity to develop the necessary disciplinary knowledge and skills they



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require. It encourages our pupils to think critically and be able to engage in meaningful conversation about religion, belief, and worldviews with those they encounter. This new agreed syllabus draws on key documents that have been issued since 2020. It follows the advice of the non-statutory National Framework that secular philosophies and worldviews should be part of the scope of RE programmes. The syllabus ensures the study of Christianity and World Faiths incorporating clear strategies for progression in learning and identifies steps of progress. RE has an important place in the curriculum. It is a subject that allows our pupils to ask the important questions about the meaning and purpose of life as well as promoting the spiritual, moral, social, and cultural development of the individual. It is for this reason that Barking and Dagenham SACRE is committed to supporting schools to ensuring RE has a high profile within the curriculum.

2.0 PURPOSE OF RE

Religious education has a particularly important contribution to make to the spiritual, moral and social development of children.

2.1 Objectives of this policy

Spiritual development:-



Children become aware of and develop a positive attitude towards the beliefs of a variety of faiths that reflect the culture of the school; Christianity, Hinduism, Islam, Judaism and Sikhism. They are given the opportunity to participate and share the festivals associated with each religion where appropriate. They can explore religious stories with morals of the past and present from a variety of faiths. Children should recognise and show respect for religious artefacts and places of worship.

Moral development:-

Children should understand the difference between right and wrong. They should make responsible and informed judgements on moral issues.

Social development:-

Children experience, explore and appreciate the environment in which they live and understand their responsibility for its uses and misuses. Children should approach life with confidence and an enquiring spirit. Children should deepen their capacity for personal reflection and awareness. Children should understand society through their family, their school and the local community. They should learn to work successfully in groups and participate in the school community. They will develop self-respect and respect for values, e.g. honesty and truthfulness.

Cultural development:-

We value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Through the RE curriculum , P4C and PSHCE themes there are a range of learning opportunities which have strong links to both the United Kingdom and to other cultures, through which we develop our children's cultural understanding. We teach our children to understand, accept, respect and celebrate diversity, shown by their tolerance and attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities.

3.0 Effective Learning

All children will bring to the classroom, their own beliefs, their moral values and their sense of identity. Therefore it becomes essential that they are given the opportunity to develop and reflect upon their personal and social issues and acquired knowledge through discussion. We at Dorothy Barley Junior Academy encourage and stimulate creative and constructive thinking through many ways:-

- Observation and respect of religious practices, worship and customs
- Sensitive and respectful handling of artefacts
- Use of drama to express meaning



- Use of art and music to create atmosphere
- Associate learning with religious or traditional stories

4.0 Effective Teaching

A range of teaching styles should be used personal to each individual teacher. Cross-curricular links should ideally be developed where applicable. In RE each individual teacher needs to be mindful of the sensitive nature of the subject. Children exempt from this learning due to personal reasons need to be identified by school staff prior to the teaching. As in all subjects, teaching staff should be given support for their professional development in this subject.

5.0 The role of parents in teaching and learning

Parents and legal carers have a legal right to withdraw their children from RE lessons. Parents and carers who choose to withdraw their children need to inform the head teacher in writing. Appropriate provisions will be made for any child withdrawn from RE lessons.

6.0 Equal Opportunities

Dorothy Barley Junior Academy is committed to working towards encouraging tolerance and understanding of the beliefs and customs and practices of others. In doing so, we are sure that our pupils can live and work alongside one another in harmony and with respect, regardless of religion, language or ethnic origin.