



**Maharishi School**  
**Religious Education Policy**

# **MAHARISHI SCHOOL – RELIGIOUS EDUCATION POLICY (PRIMARY PHASE)**

Revision A – December 2016

## Overview

Consciousness-based education understands that religions seek to investigate the omniscient, omnipotent and omnipresent to discover the source of all life.

The syllabus the Maharishi School uses reflects that the religious traditions of Great Britain are in the main Christian whilst taking into account the teaching and practices of the other principal religions represented in Great Britain.

## Religious Education (RE)

Interdisciplinary Studies lessons at the Maharishi School integrate the understanding provided by the six major religions of the world to the ideas, aspects and themes of IDS. The six major religions are: Christianity, Judaism, Buddhism, Hinduism, Islam and Sikhism. Other religions are referred to as appropriate in the context of historical and cultural studies.

In primary RE, children learn about different beliefs, values and ways of life. They explore stories, celebrations, worship and rituals in religion particularly focusing on similarities rather than differences. They suggest meanings for religious symbols and use specialist vocabulary to communicate their knowledge and understanding. They reflect on their own and others' views of religion and what it means to belong to a faith community.

At Key Stage 1, children learn through themes which focus on celebration but also include myself, leaders and teachers, belonging, signs and symbols and stories. At Key Stage 2, the themes include beliefs and questions, teachings and authority, pilgrimage, the journey of life and death, inspirational people and celebrations.

## Standards children will achieve:

At Key Stage 1, children demonstrate that they can use religious words and phrases to identify some features of religion. They can retell stories and suggest meanings for religious actions and symbols. They ask and respond sensitively to questions about their own and others' experiences and feelings. They begin to think about their own values and those of others.

At Key Stage 2, children can describe some similarities and differences, both within and between religions. They can describe the impact of religion and beliefs on people's lives and apply their ideas to their own lives. They are able to describe what inspires and influences themselves and others.

## Curriculum

These are the festivals and celebrations that will be studied throughout the year. Each year group will focus on a particular religion to cover that year and cover those festivals that are associated with it. The children will also study any other celebrations that are relevant to their classwork or topic work that the teachers may also wish to include.

The children in Reception class and Year 1 specifically celebrate the Festivals of Light (Divali, Hanukkah, Christmas) during Autumn term and celebrate Easter and Midsummer.

### Other Year groups and the world religions covered:

Year 2 – Sikhism

Year 3 – Judaism

Year 4 – Buddhism

Year 5 – Hinduism

Year 6 – Islam

### Festivals and Celebrations:

#### Autumn

Harvest Festival (Sept/Oct) – All faiths

Divali (Oct/Nov) – Hindu

Halloween – (Oct) – Celtic/Christian

Guru Nanak's Birthday (25 Nov) – Sikh

#### Winter

Hanukkah (Dec) - Jewish Festival of Light

Advent (Dec) – Christian

Christmas (25 Dec) – Christian

Chinese New Year (Jan/Feb) – Buddhism, Daoism and Confucianism

Eid-ul-Fitr (Jan/Feb) – Muslim

Pancake Day (Feb/March) – Christian festival of Shrove Tuesday

#### Spring

Holi (1 March) – Hindu

Easter (March/April) – Christian

Pesach (Passover) (April) – Jewish

Baisakhi (13 April) – Sikh New Year

Tango no Sekku (5 May) – Japanese (and others) Children's Day festival

### Summer

Shavuot (May) – Jewish festival of weeks

Dragon Boat Festival (June) - Chinese

Wesak (May/June) – Buddhist

Ramadam – June/July - Muslim

Midsummer (June) – Druid