# City of London School Religious Education Policy

## 0. Monitoring and Review of Policy

0.1 This policy is reviewed as required prior to approval by governors.

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| Policy last reviewed by: | Noeleen Murphy (Director of Studies) |
| Date policy last reviewed: | November 2025 (changes as shown) |
| Approved for the Governors: | Board of Governors |
| Date approved: | 3 December 2025 |

## 1. Introduction

1.1 City of London School has always reflected the diversity of London itself. As early as 1844, the Headmaster, George Mortimer, opened the School to Jewish boys because, as he said, 'I found they were not received at any schools.'
At the heart of the spiritual life of the School, there still remains a belief that all faiths are worthy of respect. All aspects of our curriculum, whether in the humanities, the sciences, or the practical and aesthetic subjects foster insight and reflection so that individual pupils enhance their understanding of human values and experiences.

1.2 This policy should be read in conjunction with:

- Curriculum and Teaching and Learning Policy
- PSHEE Policy

1.3 This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

## 2. Assemblies

2.1 Assemblies serve the spiritual, as well as administrative and pastoral, needs of the School, and aim to foster a sense of community by allowing members of staff and (sometimes) pupils to address matters of common interest.

2.2 The major faiths within the School are supported if they wish to organise their own assemblies as part of the 'Five Assemblies' programme. Both staff and pupils help in the organisation of religious assemblies, often drawing on their own communities outside School for support.

# 3. Religion and Philosophy (R&P) as a curriculum subject

3.1 In many ways, Religious Education at the School is a celebration of our religious and cultural diversity. Boys are encouraged to share their religious beliefs with one another and discuss religious and moral questions in a spirit of mutual tolerance and respect. We expect our pupils to explore the beliefs and values of others and hope that, in so doing, they may be challenged to explore and deepen their own beliefs.

3.2 The R&P syllabus is designed to help our pupils to appreciate what the main religious questions are and how the different major world religions seek to answer them. Ultimate questions such as *'Who am I?'* and *'What may I hope for?'* are not only looked at from a philosophical point of view but are set in their differing religious and cultural contexts. In asking, for example, *'What is virtue'* (Old Grammar), and what it is like to be a Muslim in Britain today (Second Form), or pupils deciding on their own Philosophies on Life (Third Form), we aim for pupils to gain insight into their own lives, develop their sensitivity and appreciate the spiritual dimension.