



*Riverview exists to cherish, challenge and inspire children and adults within a Christian community.*

Love, respect, trust, forgiveness, hope

## **RELIGIOUS EDUCATION POLICY SUMMARY 2018/19**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. Pupil's knowledge and understanding of Christianity and other world faiths are developed through addressing the fundamental questions of life. Pupils learn *from* religions as well as *about* religions. They reflect on the nature of faith and develop their own spiritual awareness and understanding.

<p><b>Aims synopsis</b></p>	<ul style="list-style-type: none"> <li>• to introduce children to aspects of the story of Jesus and the continuing influence of his teachings and life in the world</li> <li>• to produce opportunities for children to hear about significant people and their influences on Christian practice and worship</li> <li>• to introduce children to the variety of Christian literature and encourage experiences that help their understanding of religious ideas</li> <li>• to encourage a reflective attitude to life</li> <li>• to understand the importance of religious festivals and worship</li> <li>• to lay the foundations of knowledge about other world faiths</li> <li>• to develop skills of empathy, self-awareness and respect towards different beliefs</li> <li>• to explore the religious life of the local community</li> <li>• to develop awareness of the needs of people in the world through charitable activities</li> </ul>
<p><b>We believe synopsis</b></p>	<ul style="list-style-type: none"> <li>• that Religious Education enables pupils to learn <b>about</b> religions by gaining knowledge and understanding of Christianity and exploring other faiths.</li> <li>• that Religious Education enables pupils to learn <b>from</b> religion by developing the capacity to express curiosity about fundamental questions of life and reflecting on beliefs and practices.</li> <li>• that Religious Education contributes to pupils' spiritual, moral, social and cultural development by helping them to develop their own beliefs and values and respect for other people's faith.</li> <li>• Develop reading/writing skills.</li> </ul>
<p><b>Curriculum planning</b></p>	<ul style="list-style-type: none"> <li>• curriculum is planned in accordance with the units in the Guildford Diocesan Guidelines for RE</li> </ul> <p><b>Early Years and Foundation Stage:</b></p> <ul style="list-style-type: none"> <li>• learning experiences connected with the Early Learning Goals.</li> <li>• units lay the foundation for teaching Christianity and for being a pupil in a Church School.</li> <li>• built on 3 core concepts: Specialness, Celebration, Belonging and Community.</li> <li>• units chosen to match topics and celebrations throughout the year</li> </ul> <p><b>Key stage 1:</b></p> <ul style="list-style-type: none"> <li>• pupils develop their knowledge and understanding of the Christian faith, Judaism &amp; Islam.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Not less than 80% of RE time is spent on Christianity, not more than 20% of RE time is spent on other faiths.</li> </ul> <p><b>Key stage 2:</b></p> <ul style="list-style-type: none"> <li>• pupils extend their knowledge of Christianity, Judaism and Islam.</li> <li>• Children are introduced to aspects of Hinduism &amp; Buddhism, recognising the impact of religion and belief locally, nationally and globally.</li> <li>• not less than 70% of RE time is spent on Christianity, not more than 30% of RE time is spent on studying other faiths.</li> </ul> <p>Each unit provides opportunities for the children to develop R.E. skills of analysis, application, empathy, evaluation, expression, interpretation, reflection and synthesis.</p>
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• A variety of teaching and learning strategies used to deliver R.E. taking account of children’s ages, development and needs.</li> <li>• planned opportunities for learning through trust, collaboration, reflection, challenge and respect.</li> <li>• Examples of teaching and learning activities: Circle Time, role play, group discussion, drama, responding to stories, artefacts, art &amp; music, visits to places of worship and meeting people from different faith communities.</li> <li>• Resources: story books, reference books, artefacts, Bibles. Pupils are also encouraged to bring items of interest to school.</li> <li>• Characteristics of Learning in EYFS include playing and exploring, creating and thinking critically, active learning.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• used in to aid planning and raise the standard of teaching and learning in R.E.</li> <li>• made at the end of each topic using the Diocesan Guidelines’ <i>Statements of Progress and Attainment in Religious Education</i>. Information passed to the next teacher in accordance with the school’s assessment policy.</li> <li>• In Key stages 1 and 2, progress in R.E. is shown throughout the year across the Units studied and is based upon the Diocesan success criteria relating to two areas of learning each with three levels of attainment:             <ol style="list-style-type: none"> <li><b>1. Learning about religion</b> - relating to religious knowledge and understanding within the unit of study.</li> <li><b>2. Learning from religion</b> - relating to pupils’ abilities to express and communicate their ideas about what they have learned.</li> </ol> </li> <li>• In EYFS assessment is made against specific R.E. learning outcomes, through the 3 concepts of <i>Specialness, Celebration and Belonging and Community</i> and in the EYFS areas of learning.</li> </ul>



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<b>Inclusion</b>	<ul style="list-style-type: none"><li>• Within the R.E. curriculum we are committed to providing equality of opportunity for all and freedom from discrimination on grounds of race, disability, faith, creed, denomination and sexual orientation.</li><li>• All pupils have entitlement to a broad and balanced curriculum which enables them to have access to the same range of opportunities.</li></ul>
<b>Role of Parents</b>	We believe parents have a fundamental role to play in helping their children learn and progress within our school. Regular parents' evenings throughout the year support this progress.
<b>Role of Governors</b>	<ul style="list-style-type: none"><li>• Play a key role in the monitoring and evaluating of R.E. throughout the school.</li><li>• Are kept informed of the implementation and changes in policy, legislation and curriculum.</li></ul>



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## **RELIGIOUS EDUCATION FULL POLICY 2018-19**

### **The aims of R.E. at Riverview CofE Primary School are:-**

- to introduce children to aspects of the story of Jesus and the continuing influence of his teachings and life in the world.
- to produce opportunities for children to hear about significant people and their influences on Christian practice and worship.
- to introduce children to the variety of Christian literature and to encourage aesthetic and creative experiences which will help their understanding of religious ideas and develop an understanding of God.
- to encourage a reflective and prayerful attitude to life and to elicit a response to feelings of awe, wonder, joy and mystery.
- to understand the importance of religious festivals and worship.
- to lay the foundations of knowledge about other world faiths.
- to develop skills of empathy, self-awareness and respect, and the rights of others to hold different beliefs.
- to explore the religious life of the local community.
- to develop awareness of the needs of people in the world through charitable activities.

### **We believe:-**

that Religious Education enables pupils to learn

- 1. about** religions by gaining a secure knowledge and understanding of the beliefs, practices and history of Christianity, with a particular focus on the Anglican tradition; beginning to explore other faith traditions and beliefs.
- 2. from** religion by developing the capacity to
  - express curiosity about fundamental questions of life.
  - understand and use religious language.
  - reflect on belief, practice, values and tradition in order to understand their influence on the individual, on community life and on culture.
  - make informed responses to religious and moral issues.
  - identify the relationship between religious belief, human responsibility, global issues and the natural world.
- 3.** that Religious Education contributes to pupils' spiritual, moral, social and cultural development by helping them to develop
  - their own beliefs, values and sense of self-worth
  - respect for other people's faith and viewpoint
  - appreciation of their own and others' contributions to society and the world
  - a sense of responsibility for themselves and others

### **Staffing**

The role of the R.E. subject co-ordinator is to provide leadership in the development of RE throughout the school by:

- Providing advice, support and guidance in the field of R.E.



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- Supporting staff with the delivery of RE through training.
- Ensuring that statutory requirements for curriculum delivery and assessment are met

### **Religious Education Curriculum and Planning**

Religious Education is a legal requirement for all pupils on the school roll, including all those in the reception year. Parents may withdraw their children from RE lessons in accordance with the Education Reform Act 1988, and are reminded that this right must be exercised by informing the Head teacher in writing.

The RE curriculum is planned in accordance with the units in the Guildford Diocesan Guidelines for RE. It is carried out in three phases:-

- the long term plan maps out the topics studied in each term across each key stage
- medium term plans give details of each unit of work for each term.
- class teachers keep short term plans to manage a sequence of learning in each class.
- Pause Days are RE days designed to enhance regular RE provision, and deepen pupils' understanding of Easter and Pentecost as Christian festivals.

The RE co-ordinator keeps and reviews these plans on a regular basis.

### **Early Years and Foundation Stage:**

Units in the Diocesan Guidelines are provided to help teachers develop learning experiences connected with the Early Learning Goals. These units lay the foundation for teaching Christianity and for being a pupil in a Church School and are built on three core concepts:

- Specialness
- Celebration
- Belonging and Community

It is assumed that teachers will also consider including the experiences, festivals and stories of other faiths as part of the wider curriculum for this age group and reflecting the diversity present within our school.

### **Units of work:**

#### **Nursery**

Teachers use the following optional study units, matching topics and celebrations throughout the year:

*Are we nearly there yet?*  
*God made animals*  
*There's no place like home*  
*Food, glorious food*  
*Water, water everywhere*  
*Superheroes!*



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Pause Day materials (Easter or Pentecost)

## **Reception**

Teachers use the Diocesan compulsory units (as well as Pause Day materials), choosing units that match topics, events and celebrations throughout the year:

*This is the world that God made*

*Who was a friend of God?*

*Who did Jesus spend time with?*

*Why do we have celebrations?*

*Harvest: It's good to share*

*Christmas: Who travelled to Bethlehem?*

*Easter: Meals with Jesus or Easter: New life all around*

*Why do we have assembly?*

*Why do we visit the Church?*

## **Key Stage 1** (5-7 year olds):

During key stage 1, pupils study 72 hours across the key stage (36 hours per year) and develop their knowledge and understanding of the Christian faith, Judaism & Islam. The Diocesan Guidelines provide Units on:

- Christianity - 14 units , including a Christmas and Easter unit for each year group

*not less than 80% of RE time is spent on Christianity*

- Judaism and Islam - 3 units focussing on other faiths: 2 Judaism units, and 1 Islam unit

*not more than 20% of RE time is spent on other faiths*

## **The units of study are:**

### **Year 1**

Autumn	Spring	Summer
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Who is God?  What is the Bible about?  Christmas: Why do people give presents at Christmas?	Who is Jesus?  What are your big questions?  Easter: Is Easter happy or sad? -	Why do Jewish families celebrate Shabbat?  What is the Torah and why is it important to Jews?  Why do Christians pray?  What is a church?
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**Year 2**

Autumn	Spring	Summer
Why is the Bible an important book?  What is a Christian?  Christmas: Why did angels announce the birth of Jesus?	Why did Jesus tell parables?  Is the world a Fair Place?  Easter: What is Easter really about?	What is important for Muslim children?  How do Christians worship God?  Why do Christians go to church?

**Key Stage 2 (7-11 year olds):**

During key stage 2, pupils study 180 hours across the key stage (45 hours per year). They extend their knowledge of Christianity, Judaism and Islam, and are introduced to aspects of Hinduism & Buddhism, recognising the impact of religion and belief locally, nationally and globally. The Diocesan Guidelines provide Units on:

- Christianity - 26 Christianity units, including a Christmas and Easter unit for each year group.

*not less than 70% of RE time is spent on Christianity*

- Other faiths - Islam: 2 units; Judaism: 2 units; Hinduism: 1 unit; Buddhism: 1 unit

*not more than 30% of RE time should be spent on studying other faiths*

**The units of study are:**

**Year 3**

Autumn	Spring	Summer



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What do Christians believe God is like?	What are important times for Jews?	Why do Christians share communion?
How does the Bible reveal God's plan?	How does a synagogue help us to understand the Jewish faith?	How did the church begin?
Christmas: What might Jesus think about Christmas?	Easter: What happened during Holy Week?	How did Jesus change lives?

**Year 4**

Autumn	Spring	Summer
Why do Christians worship Jesus?	How can a mosque help us to understand the Muslim faith?	What is wisdom?
Why do Christians still pray the Lord's Prayer?	What are the pillars of Islam?	How have Christians changed the world?
Christmas: How can artists help us to understand Christmas?	Easter: How does Lent help Christians prepare for Easter?	Is Christian worship the same all around the world?

**Year 5**

Autumn	Spring	Summer
How did Jesus' teaching challenge people?	What can we learn about the Christian faith from the Chronicles of Narnia?	What is a 'creed'?
What helps Hindus to worship?	What are Christians waiting for?	How can churches help us to understand Christian belief?
Christmas: Why is light an important sign at Christmas?	Easter: How do we know what happened at Easter?	What would Jesus do? (How do the beliefs of Christians influence their actions?)

**Year 6**

Autumn	Spring	Summer
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How is God Three – and One?	Who did Jesus say 'I AM'?	What is the 'Buddhist way of life'?
What does the Bible say about friendships and relationships?	What do Christians believe about Heaven? (optional unit)	What does the Bible say about moving on?
Christmas: What do the Gospels say about the birth of Jesus?	Easter Y6: Adam, Eve, Christmas & Easter: what are the connections?	Craft zone

In addition to the above units of study, each class takes part in an **Easter or Pentecost Pause Day** during the spring term. Pause Days give children the 'space' and opportunity to engage with some high level thinking and reflection throughout the day, which also contributes to their spiritual, moral, social and cultural development.

**Collective worship is not included in the calculation of R.E. study hours.**

Each unit provides opportunities for the children to develop the following R.E. skills which they should demonstrate progression in during the key stage:

- **analysis** – distinguishing between fact, belief and opinion and between different features of different religions.
- **application** – recognising how beliefs and ideas may affect how we think and act towards others; understanding how people's faith and beliefs can change how they act and think.
- **empathy** – explaining how other people's lives may be affected by their religion; considering other people's feelings and beliefs and being respectful towards them; imagining what life would be like for others.
- **evaluation** – finding evidence to support an opinion or point of view; evaluating a piece of evidence used to support an idea.
- **expression** – explaining or describing different ideas, rituals or practices; expressing views and opinions, e.g. in words, pictures.
- **interpretation** – interpreting the meaning in a religious text, piece of art or religious language; explaining what an artefact, symbol or belief tells us about a religion.
- **reflection** – reflecting on the experience and practices of others.
- **synthesis** – making connections between different religions and everyday life.

### **Prayer Spaces**

*Prayer spaces enable children and young people to explore faith and spirituality in a safe, creative and interactive way.*

Prayer Space activity events are planned for and held at least once a term to develop children's spirituality, reflective and thinking skills and are linked to themes such as



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Christmas, Easter, Community and Values.

### **Prayer Space Values:**

- Christian - broadly Christian traditions of prayer, whilst allowing children to respond individually and draw their own conclusions.
- Spiritual - inspire a sense of awe and wonder in children about how they perceive themselves, how they relate with others, and how they engage with the world around them.
- Prayerful - enable children to interact in their own way with an environment that includes opportunities to experience stillness, to express their thanks, hopes, dreams, questions, and fears, and to explore ways of praying
- Reflective - provide an opportunity for children to stop, think and ask questions about their lives, their experiences, their beliefs and their relationships and to learn from this reflection.
- Inclusive - Prayer spaces are welcoming to all whatever their beliefs or culture.
- Value
- Creative - enable children to express prayer in different ways.

There is a permanent prayer space in the school building which children can visit as a place of quiet, reflection and stillness during parts of the school day.

### **Teaching and Learning**

A variety of teaching and learning strategies are used to deliver RE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective RE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Examples of teaching and learning activities: Circle Time, Role Play, Group Discussion, Drama, encountering and responding to stories, artefacts and other religious materials, such as art & music and meeting people from different faith communities through planned visits, or by having visitors in to school.

Pupils have the opportunity to learn about RE from a range of story books, a variety of reference books and artefacts. A set of Bibles is available, as well as a collection of religious artefacts which enrich the children's learning. We are also able to use the Diocesan Education Centre to borrow artefacts and materials. Pupils are also encouraged to bring



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items of interest to school.

RE homework is given at the teacher's discretion.

### **Characteristics of Learning in EYFS include**

- **Playing and exploring** – Acting out experiences with other people
- **Creating and thinking critically** – Making links and noticing patterns
- **Active learning** – Paying attention to details

### **Assessment**

Assessment is used in R.E. to aid planning, to raise the standard of teaching and learning in the subject, and to help improve the consistency and effectiveness of assessment in RE.

Teachers assess attainment in RE in a variety of ways:-

- Informal observation during class activities
- Talking to pupils about the subject and planning their work
- Assessing the product of pupils' activities, e.g. writing, displays, drawings.

Assessments are made at the end of each topic using the Diocesan Guidelines' *Statements of Progress and Attainment in Religious Education*. They will be recorded on the Diocesan record sheet and information will be passed to the next teacher in accordance with the school's assessment policy. Copies will be given to the R.E. coordinator so that pupils' progress can be tracked.

- **In EYFS** assessment is made against specific R.E. learning outcomes, through the 3 concepts of *Specialness, Celebration and Belonging and Community* and in the following areas of learning:
  - Personal, social and emotional development
  - Communication and language:
  - Understanding of the World:
  - Expressive Arts and Design

**In Key stages 1 and 2**, progress in R.E. is based on two Attainment Targets. Religious Education has two attainment targets and these should be reflected in every R.E. lesson. They are:

- Learning about religions ('know about and understand religions & beliefs...'): - concerned with developing pupils' knowledge and understanding of the beliefs, teachings and practices of the religions being studied.
- Learning from religion ('expressing and communicating ideas & insights...'):- concerned with the response of individual pupils to what they are learning in RE. This



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attainment target values the experience each pupil brings to RE and what is learnt from it. It encourages reflection, and the sharing of personal ideas and concerns, enabling pupils to recognise the fundamental questions about life and to explore the variety of responses given to those questions by religions and philosophies throughout the ages.

### **Inclusion - Equal Opportunities/Race Equality**

Within the R.E. curriculum we are committed to providing an education which offers equality of opportunity for all and freedom from discrimination on grounds of race, disability, faith, creed, denomination and sexual orientation.

All pupils have entitlement to a broad and balanced curriculum which enables pupils to have access to the same range of opportunities. Resources and provision will be reviewed regularly to ensure equality of opportunity and work will be differentiated to meet the needs and abilities of pupils and to ensure equality of access to the curriculum.

### **Role of Parents**

We believe that parents have a fundamental role to play in helping their children learn and progress within our school. Regular parents' evenings throughout the year support this progress.

### **The Role of Governors**

Our governors determine, support and monitor and review the school's policies. It is the role of the Governors to:

- Play a key role in the monitoring and evaluating of RE throughout the school. This may include focused visits, policy evaluation and analysis of results.
- The curriculum coordinator will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum.