



## RELIGIOUS EDUCATION POLICY SUMMARY 2021-22

### Rationale

When children leave Riverview they will have developed as a spiritual child, able to participate in life for the benefit of all. A focus on relationships will enable the children to have respect and tolerance within our diverse community. Children will learn ways of coping wisely when things go wrong. Children will apply the teachings of Jesus and other religions to their own lives.

<b>Aims synopsis</b>	to <ul style="list-style-type: none"><li>• introduce children to aspects of the story of Jesus and the continuing influence of his teachings and life in the world</li><li>• produce opportunities for children to hear about significant people and their influences on Christian practice and worship</li><li>• introduce children to a variety of Christian literature and encourage experiences that help their understanding of religious ideas</li><li>• encourage a reflective attitude to life</li><li>• understand the importance of religious festivals and worship</li><li>• lay the foundations of knowledge about other world faiths</li><li>• develop skills of empathy, self-awareness and respect towards different beliefs</li><li>• explore the religious life of the local community</li><li>• develop awareness of the needs of people in the world through charitable activities</li></ul>
<b>We believe synopsis</b>	that Religious Education <ul style="list-style-type: none"><li>• enables pupils to learn <b>about</b> religions by gaining knowledge and understanding of Christianity and exploring other faiths</li><li>• 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>• 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></ul>



<p><b>Curriculum planning</b></p>	<p>The curriculum is planned in accordance with the units in the Guildford Diocesan Guidelines for R.E.</p> <p>The units covered are contained in the full policy below, under Curriculum and Planning.</p> <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> <li>• not less than 80% of R.E. time spent on Christianity, not more than 20% of R.E. time spent on other faiths</li> </ul> <p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <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 R.E. time spent on Christianity, not more than 30% of R.E. time spent on studying other faiths</li> </ul>
	<p>Each unit provides opportunities for the children to develop the following R.E. skills: analysis, application, empathy, evaluation, expression, interpretation, reflection and synthesis.</p>
<p><b>Teaching and learning</b></p>	<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>• Resources: story books, reference books, artefacts, Bibles. Pupils are also encouraged to bring items of interest to school and talk about their own faiths.</li> <li>• characteristics of Learning in EYFS include playing and exploring, creating and thinking critically, active learning</li> </ul>



<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>used to aid planning and raise the standard of teaching and learning in R.E.</li> <li>made at the end of each unit using the Diocesan Guidelines' <i>Statements of Progress and Attainment in Religious Education</i>.</li> </ul> <p>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):</p> <p><b>1. Learning about religion</b> - relating to religious knowledge and understanding within the unit of study.</p> <p><b>2. Learning from religion</b> - relating to pupils' abilities to express and communicate their ideas about what they have learned.</p> <ul style="list-style-type: none"> <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>
<p><b>Inclusion</b></p>	<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</li> <li>All pupils have entitlement to a broad and balanced curriculum that enables them to have access to the same range of opportunities.</li> </ul>
<p><b>Role of Parents</b></p>	<p>We believe parents have a fundamental role to play in helping their children learn and progress within our school. Regular parent consultations throughout the year support this progress.</p>
<p><b>Role of Governors</b></p>	<ul style="list-style-type: none"> <li>play a key role in the monitoring and evaluating of R.E. throughout the school</li> <li>informed of the implementation and changes in policy, legislation and curriculum</li> </ul>



## **RELIGIOUS EDUCATION** **FULL POLICY 2021-22**

### **Rationale**

When children leave Riverview they will have developed as a spiritual child, able to participate in life for the benefit of all. A focus on relationships will enable the children to have respect and tolerance within our diverse community. Children will learn ways of coping wisely when things go wrong. Children will apply the teachings of Jesus and other religions to their own lives.

### **The aims of Religious Education at Riverview C. of E. Primary School are to**

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

### **We believe:-**

**1.** that Religious Education enables pupils to learn **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.

**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
- 2.** 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



## **R.E. Subject Leader**

This role of the R.E. subject leader is to develop R.E. teaching and learning throughout the school by

- providing advice, support and guidance in the field of R.E.
- 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 (See Teaching and Learning policy)**

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 R.E. It is carried out in three phases:-

- long term plan maps out the units studied in each term across each key stage
  - medium term Diocesan 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 designed to enhance regular R.E. provision, and deepen pupils' understanding of Easter and Pentecost as Christian festivals.

The R.E. subject lead keeps and reviews these plans on a regular basis.

## **Early Years and Foundation Stage (See Early Years policy)**

Units in the Diocesan Guidelines are provided to help teachers develop learning experiences connected with the Early Learning Goals. They lay the foundation for teaching Christianity and for being a pupil in a church school and are built on three core concepts: specialness, celebration and 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.

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

### **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!  
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*

**Year 1 - Rubies**

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



## Year 2 - Silvers

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

## 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 R.E. time is spent on Christianity*
- other faiths : Islam: 2 units; Judaism: 2 units; Hinduism: 1 unit; Buddhism: 1 unit - *not more than 30% of R.E. time should be spent on studying other faiths*

## Year 3 - Sapphires

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



### Year 4 - Emeralds

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

### Year 5 - Opals

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

### Year 6 - Golds

Autumn	Spring	Summer
<i>How is God Three – and One?</i>	<i>What does the Bible say about friendships and relationships?</i>	<i>What does the Bible say about moving on?</i>
<i>What is the 'Buddhist way of life'?</i>	<i>Who did Jesus say 'I AM'?</i>	<i>Craft zone</i>
<i>Christmas: What do the Gospels say about the birth of Jesus?</i>	<i>Easter Y6: Adam, Eve, Christmas &amp; Easter: what are the connections?</i>	

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.

Craftzone is a five week series of lessons for children in Year 6. It brings together a team from local churches across the denominations with a heart to encourage local children and share Christianity with them. Craftzone uses DVD discussion, games, testimony and craft to help the children explore the Christian faith and prepare for the move to secondary school.





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

Each Diocesan 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 events are planned for and held at three times a year to develop children's spirituality, reflective and thinking skills and are linked to themes such as 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.
- Creative - enable children to express prayer in different ways.

A permanent prayer space is situated 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 R.E. 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 R.E. 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
- 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, art & music and meeting people from different faith communities through planned visits (including to places of worship), or by visitors to school.

Pupils have the opportunity to learn about R.E. 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 items of interest to school.

For the units that are specific to faiths other than Christianity, children are provided with knowledge organisers to help them gain, recall and build the knowledge needed to support their R.E. learning. The knowledge organisers contain key vocabulary and information linked to symbolism, beliefs and practices in Judaism, Islam, Hinduism and Buddhism.

R.E. homework is given at the class teacher's discretion.

## **Relationships and Sex Education (See RSE Policy)**

From September 2020, all Church of England schools are required in law to meet the requirements of the statutory guidance for Relationships and Sex Education (RSE). In line with this guidance, the Diocesan Education Team provide specific training to support schools to ensure that the parents and pupils know and understand how this element of the school's curriculum will be taught. The RSE and PSHE policies contain specific information.

## **Assessment (See Assessment policy)**

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 unit using the Diocesan Guidelines' *Statements of Progress*



*and Attainment in Religious Education.* They are recorded passed to the next teacher in accordance with the school's assessment policy. Copies will be given to the R.E. subject leader 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:

- learning about religion ('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 attainment target values the experience each pupil brings to R.E. 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.

### **The Role of Governors**

Our governors determine, support, 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 R.E. throughout the school. This may include focused visits, policy evaluation and analysis of results.

The R.E. subject leader will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum.

**Reviewed and Approved by the Learning and Progress Committee: February 2022**

**Date of next review: February 2023**