



Religious Education Policy

Date Updated – May 2021
Agreed – TBC
Next Review – May 2022

Policy Statement for Religious Education

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.
(Religious Education Statement of Entitlement February 2019)*

Vision and Values

Brookland Church Of England Primary School Vision Statement

'For A Brighter Future'

Following in Jesus' footsteps, we learn to make positive and courageous CHOICES to brighten not only our future but that of others.

Our key values are:

Courage
Humility
Offering
Integrity
Commitment
Empathy
Service

Introduction

At Brookland CE Primary School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using *the Kent Agreed Syllabus* we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Reflecting the school's trust deed parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

More information can be found in Appendix One

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It

addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the*Diocesan syllabus or Locally Agreed Syllabus (add appropriate details)*
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.

- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

(If students are withdrawn from religious education, alternative learning tasks and supervision will be put into place.)

Date of validation..... Signed.....Chair of Governors
 Date of review..... Signed.....Chair of Governors



Courage, Humility, Offering, Integrity, Commitment, Empathy, Service

RE progression pathway

At Brookland, our RE curriculum is designed to give children a solid understanding of Christianity and an overview of the main beliefs and practises of Islam, Judaism, Sikhism and Hinduism. Each topic has an overall question to consider. Throughout the topic, children are encouraged to discuss, question and debate these beliefs using what they have learned. They also consider the impact these beliefs have on the world we live in and how to empathise, respect and engage with people who have a different belief than themselves.

In addition to these topics, we have extra days throughout the year which focus on a world religion so that the children are able to refresh their knowledge of these and have a wider experience of people's beliefs.

By teaching the children about different types of people and a variety of life and cultural experiences, our hope is that they will be able to make the right choices to ensure they can effectively brighten the future for others. If they are able to understand that the world reflects everyone's actions, they can choose to make their impact a positive one.

Religion	EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Christianity							
Creation	Why is the word 'God' so important to Christians?		Who made the world?		What do Christians learn from the creation story?	What does it mean if God is loving and holy?	Creation and science: complementary or conflicting?
Incarnation	Why do Christians perform nativity plays at Christmas?	Why does Christmas matter to Christians?		What is the trinity? Christmas		Was Jesus the Messiah?	

Gospel		What is the good news that Jesus brings?		What kind of world did Jesus want?			What would Jesus do? Christmas
People of God	Which stories are special and why?			What is it like to follow God?		How can following God bring freedom and justice?	
Salvation	Why do Christians put a cross in an Easter garden?		Why does Easter matter to Christians?		Why do Christians call the day Jesus died 'Good Friday'?	What did Jesus do to save human beings?	What difference does the resurrection make for Christians?
Kingdom of God				When Jesus left, what was the impact of Pentecost?		What kind of King is Jesus?	
Judaism	Which stories are special and why?	Who is Jewish and what do they believe?				Why do some people consider life as a journey?	What does it mean to be Jewish in Britain today?
Islam			Who is a Muslim and what do they believe?		What does it mean to be a Muslim in Britain today?		What does it mean to be a Muslim in Britain today? Is it better to express your beliefs in arts and architecture or charity and generosity?
Hinduism							What does it mean to be a Hindu in Britain today?
Sikhism				How do Sikh	What is		

				people worship and celebrate?	important for Sikh people?			
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make Sense of the text	<ul style="list-style-type: none"> * Know terms as below 	<ul style="list-style-type: none"> * Know terms as below * Retell a story * Talk about simple issues * Give a simple account * Recognise some objects and themes and suggest why these are important * Begin to recognise key sections of the Bible as a book 	<ul style="list-style-type: none"> * Know terms as below * Retell a story in own words * Talk about simple issues * Give a clear, simple account * Explain what a story means for a believer * Recognise links * Recognise some objects/themes/concepts * Suggest the importance 	<ul style="list-style-type: none"> * Know terms as below * Make simple links * Make connections between stories * Make suggestions about Christian/Sikh beliefs * Identify differences * Suggest meanings * Give examples * Order events 	<ul style="list-style-type: none"> * Know terms as below * Identify how themes are linked across the Bible/faiths * Make clear links * Note differences * Offer suggestions about the meanings of Bible stories/events for Christians and others 	<ul style="list-style-type: none"> * Know terms as below * Identify, outline and explain parts of the Bible * Use technical terms accurately * Suggest and explain meanings * Explain connections using theological terms * Compare personal ideas with religious interpretations 	<ul style="list-style-type: none"> * Know terms as below * Outline clearly * Identify text type, features and purpose * Take account, suggest and compare understandings * Explain connections using theological terms * Show awareness of different interpretations

Understand the impact		<ul style="list-style-type: none"> * Give an example of some things that Christians/Jews/Muslims do * Begin to describe some Christian/Jewish/Muslim practices * Identify a few ways that people of faith follow the teachings of the Holy book 	<ul style="list-style-type: none"> * Give examples of some things that Christians/Jews/Muslims do * Describe some Christian/Muslim/Jewish practices * Identify some ways that people of faith follow the teachings of the Holy book 	<ul style="list-style-type: none"> * Make simple links between teachings and practices * Describe things that are important to Sikhs/Muslims and recognise their impact * Describe Sikh/Muslim practices/ceremonies * Describe how believers worship and suggest why 	<ul style="list-style-type: none"> * Make clear links between Bible verses and religious concepts * Describe things that are important to Sikhs/Muslims and recognise their impact * Describe Sikh/Muslim practices/ceremonies * Give examples of how and suggest why followers of religion show their beliefs * Explain similarities and differences 	<ul style="list-style-type: none"> * Make connections between holy books and what followers believe * Give examples of ways * Show how people reflect their faith and beliefs through celebrations * Comment on theological ideas/religious practices 	<ul style="list-style-type: none"> * Make clear connections between holy books and what followers believe * Give a range of examples of ways * Show understanding * Comment thoughtfully on theological ideas/religious practices
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Make connections	<p>Recognise that different people believe different things</p>	<ul style="list-style-type: none"> * Think and talk about simple ideas * Ask questions * Make simple decisions * Explore simple ideas * Suggest an answer * Express own ideas 	<ul style="list-style-type: none"> * Think and talk about ideas * Ask questions, including those that are hard to answer * Make simple decisions * Explore ideas * Suggest multiple answers to a question * Express own ideas creatively * Find out about cooperation between people who are different 	<ul style="list-style-type: none"> * Make links between Bible stories and everyday life * Give examples of how and suggest reasons why * Express own ideas clearly * Ask meaningful questions and suggest some of their own responses 	<ul style="list-style-type: none"> * Explore own questions and suggest ideas * Link up some questions and answers * Make links between religious teachings and the way many choose to live * Begin to suggest how religious teachings might affect my own choices * Express ideas clearly * Discuss links between faiths 	<ul style="list-style-type: none"> * Weigh up/present different views * Develop own insights * Express thoughts on value and impact of religious ideas in the world today * Justify responses * Answer questions from different perspectives 	<ul style="list-style-type: none"> * Identify and apply key ideas * Describe and reflect on opinions * Express different views thoughtfully * Offer and justify responses * Explain the impact * Examine questions from different perspectives to present a balance of views, including my own * Express thoughts on value and impact of religious ideas in the world today, offering own insights
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Vocabulary

EYFS: God, Jesus, Bible, Belief, Frieze, Religion, Celebrate, Nativity, Easter, Cross, Church, Christian, Christianity, Prayer, Jewish, Muslim

KS1: Parable, Forgiveness, Love, Gospel, Incarnation, Salvation, Peace, Thankfulness, Hope, 'Big story', Resurrection, Mezuzah, Jewish, Shabbat, Torah, Praise, Chanukah, Synagogue, Jew, Creation, Genesis, Muslim, Islam, Holy Week, Saviour, Forgiveness, 99 names, Allah, Prophet Muhammad, Qur'an, Ramadan, Eid-ul-Fitr

LKS2: Covenant, Noah, Abraham, Ceremony, Sikh, Sikhism, 5K's, Khalsa, Faith, Promise, Trinity, Creation, Fall, Incarnation, Salvation, Resurrection, Pentecost, Holy Spirit, Guru Granth Sahib, Seva, Langar, Vaisakhi, Creation, Timeline, Genesis, Creator, John, Gospel, Concepts, Disciples, 'Fisher of people', Leper, Clergy, Betrayal, Denial, Maundy Thursday, Holy Communion

Journey, Milestones, Muslim, Islam, Prophet Muhammad, Five Pillars, Mosque, Guidance, Value, Impact, Justify

UKS2: Theological, Holy, Loving, Insight, Messiah, Saviour, Incarnation, Prophecy, Moses, Freedom, Salvation, People of God, Inspiring, Sacrifice, Jewish, Jew, Torah, Ritual, Practice, Perspective, Hindu, Hinduism, Worship, Tradition, Mandir, Murti, Aim, Duty, Puja, Aarti, Bhajans, Creation, Creator, Conflicting, Complementary, Genesis, Interpretation, Connect, Justify, Narrative, Gospel, Parable, Peace, Forgiveness, Healing, Insight, Muslim, Islam, Five Pillars, Prophet, Muhammad, Mosque, ritual, Pilgrimage, Fasting, Charity, Qur'an, Incarnation, Salvation, Hope, Theology, Resurrection, Sacred, Scriptures, Generosity, Kingdom of God