



Fawkham CE Primary School

Policy for Religious Education

May 2023

Policy Statement for Religious Education

John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

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.*

*(Church of England 'Statement of Entitlement for Religious Education'
- February 2019)*

Introduction

At Fawkham Church of England 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. RE at Fawkham Church of England Primary School uses the Rochester Diocesan syllabus and follows the React Kent Agreed Syllabus 2018, as required by law. Through this syllabus, we learn about other religions and world views, fostering respect for them. Links with our core Christian values (care, respect, honesty, friendship, responsibility and forgiveness) our vision (live life in all its fullness -John 10:10), 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 our children 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 our Senior Leadership Team 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 and live life in all its fullness. (John 10:10). 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
- 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.
- uses a mastery approach to ensure that all children 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

Christianity is the majority religion studied in each year group and this is the focus of at least two thirds of RE learning in every year group. All children have a minimum of 6 hours devoted to each RE unit which may be taught either weekly as one hour lessons or as a block of time. This RE entitlement is totally separate from the daily collective worship that takes place within school.

Substantive knowledge

The *Understanding Christianity* resource is used to teach the Christian based units. In the EYFS, Canterbury and Rochester Diocesan units of work provide further resources/planning for Christianity based teaching. Resources used to teach other religions include- RE Today Units of work (for Key Stage 1 – Judaism and Islam and for Key Stage 2 - Hindu Dharma); and Canterbury and Rochester Diocesan Units of work (for Key Stage 2 Judaism, Sikhi, Humanism and EYFS 'World Faiths').

The two-yearly cycle of RE coverage can be seen in the planning overview grids below. For each unit, there are specific knowledge building blocks which are built upon each time the core theme is revisited thus providing progression in substantive knowledge.

CYCLE A – RE						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels Y5 /6	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah?	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM (+Christianity) Is it better to express your beliefs in arts and architecture or in charity and generosity?
Badgers Y3/4	PEOPLE OF GOD What is it like to follow God?	SIKHI What is important for Sikh people? CHRISTMAS - 2 lessons - How do Christians prepare for Christmas and how does this help them to understand more about God and Jesus?	INCARNATION What is the Trinity? CORE LEARNING	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHI How do Sikh people worship and celebrate?
Hedgehogs Y1 /2	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? CORE LEARNING	GOSPEL What is the good news that Jesus brings? CORE LEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	JUDAISM Who is Jewish and what do they believe?	
Dormice EYFS	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter Garden?	WORLD FAITHS JUDAISM, HINDU DHARMA, SIKHI, ISLAM Which stories are special and why? World faith stories (Meeting Children of faith)	

CYCLE B – RE						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels Y5 /6	CREATION/FALL Creation and science: conflicting or complementary?	GOSPEL What would Jesus do? CHRISTMAS - 2 lessons <i>What can Christians learn about how they should love their neighbour as they love themselves, from the account of the Flight to Egypt?</i>	ISLAM What do Muslim people believe about the way they should live their lives and why? Part 1	SALVATION What difference does the resurrection make for Christians?	ISLAM What do Muslim people believe about the way they should live their lives and why? Part 2	KINGDOM OF GOD What kind of king is Jesus?
Badgers Y3/4	CREATION/FALL What do Christians learn from the Creation story?	INCARNATION What is the Trinity? (Why is Incarnation important to Christians?) DIGGING DEEPER	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians remember the events of Holy Week every year? DIGGING DEEPER	HINDU DHARMA What does it mean to be a Hindu in Britain today?	JOURNEYS Why do some people think that life is a journey and what significant experiences mark this? HUMANISM, JUDAISM, HINDU DHARMA & CHRISTIANITY
Hedgehogs Y1 /2	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	ISLAM Who is Muslim and what do they believe?	
Dormice EYFS	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an <u>Easter garden</u> ?	WORLD FAITHS Which stories are special and why? World faith stories (Meeting Children of faith) JUDAISM, HINDU DHARMA, SIKHI, ISLAM	

Teaching and learning

Disciplinary knowledge – methods or 'ways of knowing'

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, debating, reading sources of wisdom, observing, analysis, interpretation, evaluation reflection and wonder.

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

- applying a range of age-specific skills to aid enquiry in every lesson
- 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.
- stretching themselves through engaging in further challenge in all lessons.
- engaging in collaborative learning -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 and wonder
- Using the golden thread concept to make links and connections between different world religions

- Using a bank of key words for each unit taught, that builds on prior units, to enable meaningful RE learning

Disciplinary knowledge – personal knowledge

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. The RE curriculum strives to build pupil's self-awareness of the assumptions that they bring when they think about a religion.

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. Diversity is also acknowledged *within* religions. All questions, views, and opinions are encouraged and 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, music as well as PSHE/RSE and citizenship.

Health and Safety

Health and safety issues may arise in our religious education lessons. Examples are when pupils:

- handle artefacts.
- consume food.
- visit places of worship.

Teachers conform to school's health and safety policy at all times in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education:

- involves identifying suitable opportunities in the schemes of work that we use (such as Understanding Christianity).
- is directly related to the expectations of React Kent Agreed Syllabus 2018 - the Rochester Diocesan syllabus
- assesses the acquisition of factual substantive knowledge for each unit and the application of this within individual lessons via the lesson learning question (LQ) as well as an overarching unit question.
- recognises and tracks the range of disciplinary knowledge - skills and attitudes which the subject seeks to develop.
- uses the school marking policy of colour coded stampers to assess whether a child has achieved mastery level of the LQ
- ensures immediate impact initiatives are given to those not meeting /exceeding the LQ to ensure rapid progress for all
- includes pupil self-assessment and peer-assessment
- enables effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- enables effective reporting to parents.
- RE is reported to parents in the annual school report – an effort and achievement grade is given as well as a personalised written account of the child's RE learning.

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/mentoring 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 is 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. Funding also allows visits to different places of worship and enables INSET/CPD for staff as necessary. All resources are listed, stored, are easily accessible and kept in good condition.

Legal Requirements

Religious education must be provided for all registered pupils in full time education. However, parents/carers have the right to withdraw their children from all or part of the religious education. Those parents wishing to exercise this right will be invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on their child. We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. If children are withdrawn from religious education, we will supervise the child away from the classroom where RE is being taught and they will complete alternative work independently.

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Mrs Golding-Williams (Deputy Headteacher and RE Leader)

To be reviewed: July 2025

Signed..... Date.....

(Chair of Governors)

Signed..... Date.....

(Headteacher)