



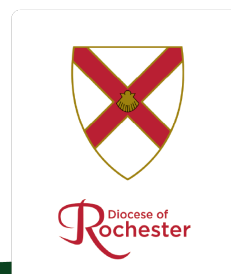
Policy Document

Shorne Church of England Primary School

Religious Education Policy

October 2023

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1. Introduction

Religious Education (RE) is an important subject at Shorne C of E Primary School. It is part of the basic curriculum and is taught in accordance with Understanding Christianity (2016) as we are required to by law. Also, by law, RE must focus mainly on Christianity, whilst taking into account of the other principal religions in Great Britain. We deliver the Understanding Christianity with support from the Rochester Diocesan, which includes aspects of Judaism, Islam, Hinduism and Sikhism appropriate to primary schools.

2. Aims and Objectives

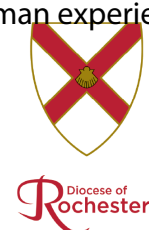
Religious Education seeks to make a major contribution to the spiritual, moral, social and cultural (SMSC) development of all pupils. It helps pupils acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them and develops their own beliefs and values. The key purpose of the Understanding Christianity is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The three themes of Making sense of Text, Understanding the Impact and Making Connections are the underlying pedagogy that are covered across eight key concepts that are built upon as the children progress from Early Years Foundation Stage to Upper Key Stage 2.

The eight key concepts are:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

We encourage respect for religious commitment and for those holding different beliefs, as well as reflection on what it means to have a faith and the importance of religious morals. The aims of Religious Education are to help children to:

- enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact on lives of Christians
- develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience





- develop knowledge and understanding of the beliefs and practices of major world religions, with particular emphasis on Christianity
- have respect for other people's views and to celebrate diversity in society
- develop an understanding of religious traditions and appreciate the cultural differences in Great Britain today

3. Legal Requirements

The Kent Agreed Syllabus requires a minimum of 5% curriculum time for RE, which amounts to 1 hour in Key Stage 1, and 1 hour 15 minutes in Key Stage 2 (this is in addition to daily collective worship). As a Church school, we ensure that this is fulfilled.

4. Teaching and Learning

4.1 Programmes of Study

Religious Education is compulsory to all children's learning and Understanding Christianity must be taught to all pupils from Reception to Year 6. There are eight Core Concepts that fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school.

All units in the school's Scheme of work focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

- **Early Years:** will cover the concepts of Creation, Incarnation and Salvation and will explore religious stories in Christianity and other world faiths
- **Year 1:** will cover the concepts of God, Incarnation, Gospel and Salvation and will spend two units looking at Judaism.
- **Year 2:** will cover the concepts of Creation and Salvation and will spend two units looking at Islam, one unit looking at Humanism and one unit looking at universal concepts.
- **Year 3:** will cover the concepts of People of God, Incarnation and Kingdom of God and will spend two units looking at Sikhi and one unit looking at Humanism.
- **Year 4:** will cover the concepts of Creation, Incarnation, Gospel, Salvation and will spend two units looking at Hindu Dharma.
- **Year 5:** will cover the concepts of God, Incarnation, People of God, Salvation and will spend two units looking at Islam.
- **Year 6:** will cover the concepts of Creation, Gospel, Salvation and Kingdom of God and will spend one unit looking at Humanism, one at Judaism and one unit looking at a universal concept.





Children will be able to express personal beliefs and experience RE through a variety of learning opportunities, such as listening to teachers and visitors, reading a variety of texts, researching using different sources of information, discussing with partners and small groups, and visiting religious places. Our teaching and learning styles in RE enable children to build on their own experiences and extend knowledge and understanding of religious traditions. We organise visits to local places of worship and invite representatives of local religious groups to come into the school and talk to the children.

4.2 Differentiation and Special Needs

Within our school, we recognise the fact that there is a wide range of abilities and learning styles in each class. Policy and practice in Religious Education will reflect whole school policy and encompass the full range of abilities. Resources will be accessible and appealing, and a full range of strategies to achieve differentiated learning will be employed ensuring suitable learning opportunities are provided. We ensure tasks are challenging and sufficiently demanding, yet stimulating and engaging for all pupils.

4.3 Approaches

Religious Education contributes to the development of abilities such as literacy skills, seeing the world through other people's eyes and the ability to express thoughts, feelings, and personal beliefs. Although our school has adopted a cross-curricular approach to learning, Religious Education is taught separately as a core subject within each class every week. Each child has his/her own book specifically for RE work, but RE also includes creative and practical activities and discussion. We benefit from our close ties with the parish church for RE visits and visitors to the lessons. Understanding Christianity emphasises the importance of distinctive RE skills of Making sense of the Text, Understanding the Impact and Making Connections. Lessons are planned to develop these essential skills.





5. Assessment

Religious Education is planned and assessed using the statements based on the unit of work. The statements are 'working towards', 'expected' and 'greater depth' and the class teacher should use professional judgement based on recorded work and other evidence when deciding if pupils have achieved greater depth or are still emerging. Teachers will record their assessment on Arbor. We report to parents about their child's progress and achievement in RE at the end of the summer term in their written report.

The RE subject leader keeps samples of children's work to demonstrate the expected level of achievement of RE in each year throughout the school. The RE subject leader is also responsible for monitoring the standards of children's work and quality of the teaching in religious education, supporting colleagues in the teaching of Religious Education and providing a strategic lead and direction for the subject in the school.

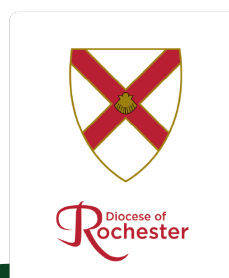
6. Resources and Community Links

A range of Religious Education resources are kept on shelves in the small groups room. Resources are organised into religions and each box is labelled with the religion. Resource topic boxes borrowed from the Rochester Diocese are also available as additional resources, kept alongside the other Religious Education resources in the small groups room. The school library also has a good supply of RE topic books.

As a Church of England school, we have close links with the local Church. The vicar frequently visits the school and conducts Collective Worship once a week. When appropriate, children visit the Church as part of their RE units of work to enrich their knowledge and understanding. The whole school visits Church for religious celebrations and services throughout the year.

7. Health and Safety

Health and safety issues may arise in Religious Education on a few occasions, for example, when children handle artefacts, consume food or visit places of worship. All health and safety issues will be assessed thoroughly prior to the activity.





8. Equal Opportunities

The contributions of all pupils should be valued in RE lessons and no pupil should feel that he or she is discriminated against because of any views expressed. Every child in Shorne C of E Primary School have equal to access the RE curriculum.

9. Withdrawal

At Shorne C of E Primary School, we aim to offer an open and inclusive curriculum. Parents have a right to withdraw their child from all or part of the RE curriculum. Parents are expected to discuss this with the head teacher before coming to a final decision; however, parents are not required to give their reasons for wanting to do so. Appropriate supervision will be provided for any pupil withdrawn from RE.

