



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

Religious Education Policy

Policy to be approved by	Full Governing Body (via Standards)
Policy last reviewed	June 2024
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Policy due for review	Summer 2025

Introduction

Our Vision at Christ the Saviour

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

Our whole school curriculum intent:

Our curriculum is delivered through high quality sequential, subject specific learning. The themes of global learning and Christian Values weave throughout our curriculum. The curriculum is creative, coherent and inclusive and enables pupils to become self-motivated, independent learners. A focus on learner contribution and critical thinking enables the development of knowledge and skills that are meaningful and relevant in a global context. Each child's unique gifts are recognised and nurtured in order to prepare our children to be educated citizens in a global world.

The teaching of RE is central to achieving our school vision and our whole school curriculum intent. RE is an academic subject and is separate from Collective Worship, which has its own place in the life of the school (see Collective Worship Policy)

1) The Legal Position

- a) The 1988 Education Act states that '**Religious Education has equal standing in relation to core subjects of the National Curriculum** in that it is compulsory for all registered pupils'
- b) As a Church of England Voluntary Aided School the provision of RE is in accordance with the Trust Deed of the School.

2) The Importance of RE within the Whole School Curriculum

- a) Our curriculum teaches a sequenced understanding of biblical Christianity and how Christian beliefs are worked out in practice, for example in the celebration of the Eucharist, in fundraising and in service to the local community. In this way RE makes a significant contribution to the **spiritual**,

moral, social and cultural development of pupils within the school, helping them to understand the role of faith in the school and the wider **community**.

- b) The study of other religions and worldviews in RE lessons helps develop pupils' understanding of their own community and of **British Values**, particularly the value of tolerance and mutual respect for those with different faiths and beliefs and for those without faith.
- c) RE lessons provide a safe space for pupils to reflect on their own religious, spiritual or philosophical ways of seeing, living and thinking, believing and belonging. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and to make positive and healthy choices. Thus R.E. plays an important role in pupils' **personal development and well-being**.
- d) RE lessons provide opportunities to engage in meaningful and informed dialogue on the big questions of life, questions of meaning and purpose and right and wrong. In discussing such questions RE lessons explore global themes such as suffering, justice, refugees and conflict, making a significant contribution to pupils' **global learning** and preparing them to be citizens in a global world.

3) Our Aims and Intent for RE

We want children to develop into religiously literate individuals who have an enthusiasm for RE, a sound knowledge of scripture and a deep understanding of how faith enriches their own and others' lives. We aim for children to discover and explore their own beliefs and practices, as well as those of other worldviews and faiths. We want children to engage confidently in discussions about the meaning and purpose of life, becoming educated citizens in a world of diverse beliefs.

4) Implementation

Our RE Curriculum

The RE curriculum is a high-quality, sequential, scripturally based curriculum with units drawn from both The Way, The Truth and The Life and the LDBS syllabuses. The units on Christianity provide children with a deep knowledge and understanding of Christianity structured around the 8 key concepts in the 'Big Story of the Bible': God, Creation, Fall, The People of God, Incarnation, Gospel, Salvation and The Kingdom of God. R.E is taught through a multidisciplinary approach, comprising theology (believing), philosophy (thinking) and social sciences (living). Skills of critical thinking, reflection and application are developed through all RE units and the Religious literacy is promoted through the teaching of religious vocabulary. Every RE unit is centred around a 'big question' on the meaning and purpose of life, beliefs about God, issues of right and wrong or what it means to be human. (see Appendix I)

Organisational Overview

- In the EYFS RE is delivered through play based learning at least once a week.

- In KS1 and KS2 RE is taught once a week for at least an hour and a half.
- Six RE units are taught in each year group, each lasting half a term.
- From Years 2 - 6, one of these units each year focuses on a comparative faith.
- Each RE unit is structured around a 'Big question' about the meaning and purpose of life.
- The Christian RE units are founded upon biblical stories and themes.

RE Lesson Planning and Delivery

- At the beginning of the unit a title page with the 'big question', two assessment questions, key vocabulary and key images is stuck in the pupils' books.
- The 'big question' is displayed on a RE working wall for the duration of the unit.
- The working walls include visual stimuli and key vocabulary. This is added to throughout the unit and used as a resource for deepening pupils understanding. Cross curricular-links are made wherever possible and noted on the learning wall.
- Each RE unit has a medium term plan which identifies the learning objects, key vocabulary and content for each lesson.
- The RE learning objectives are based on one or more of the three disciplines: Theology (Believing), Philosophy (Thinking) and Social Science (Living).
- To promote pupils' thoughtfulness each RE lesson should begin with a short time of reflection either themed around the school's worship focus for the week, the 'big' question, or the theme for the lesson.
- Opportunities are sought to recap prior learning to develop pupils knowledge and understanding, as well as address any misconceptions pupils may have.
- Subject knowledge and discussion is taught in engaging ways to promote a love and enthusiasm of RE. This could include video clips, dramatic readings, active use of resources such as the bible and the online bible, pupil re-telling of the stories, visual clues, prop bags, filling the gaps, story maps, images.
- Careful planning provides opportunities for pupils to access subject material through a range of technological tools.
- Targeted questioning and class discussion is used to deepen pupils understanding.
- The main activity each lesson focuses on one or more of the three disciplines (Theology, Philosophy or Social Science). We aim to provoke challenging questions which foster personal reflection and spiritual development, as well as considering the views and beliefs of others.
- Teachers link the lesson activity based on scripture to pupils' relatable scenarios (e.g. when learning about the christian family they can relate this to relationships they have in their own families), global scenarios (e.g linking learning about Abraham and Sarah leaving home and children then use this to understand how it may feel to be a refugee today), or current events (e.g. learning about creation

and relating this to what we can do to affect climate change).

- Staff plan key questions carefully to prompt deep discussion and ensure work is demanding for all groups of pupils, these being clearly highlighted on all lesson plans.

5) Assessment and Recording of RE

- c) At the end of the unit, pupils are required to answer 2 assessment questions which relate to the ideas of the 'Big' Question. These assessment questions are introduced to children at the beginning of the unit and staff use this as an assessment opportunity to help gain an understanding of knowledge and progression. Assessments are implemented through a broad range of approaches, allowing pupils to answer questions in different and creative ways.
- d) Ongoing formative assessment includes high quality questioning, teacher observations, particularly around children's verbal contributions, peer talk and collaborative learning.
- e) Pupils' progress is communicated to parents through the sending home of RE books prior to Parent Consultation Evenings.
- f) R.E assessment bands and R.E exemplification materials support teachers in their ongoing assessment of R.E and in coming to end of year teachers assessment judgements.
- g) End of Year Teacher Assessment levels are entered annually on Insight, together with a written report provided to parents at the end of every academic school year.
- h) Governors use assessment data to monitor achievement.

6) Arrangements for monitoring standards of teaching and learning in RE

- i) RE work is moderated and monitored by year groups in year team meetings through book looks and work sampling.
- j) RE work across the school is moderated and monitored by the RE Subject Lead and curriculum team through book looks, pupil voice, team teaching and lesson observations.
- k) Moderation of RE work with other LDBS schools should take place annually.
- l) Annual assessment data is monitored and analysed by the RE Subject Leader and shared with the head teacher and the governor responsible for RE.
- m) This information will feed into the Church school self evaluation process. (SIAMs)

7) Responsibilities for RE within the school, (Head and Governors)

- n) As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:
 - i) all pupils make progress in achieving the learning objectives of the RE curriculum

- ii) the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- iii) those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- iv) teachers are aware of the place of RE in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion, tolerance and respect
- v) teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion and uphold British values
- vi) clear information is provided for parents on the RE curriculum and the right to withdraw
- vii) R.E. is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

8) The right of Withdrawal from RE

- o) We are an inclusive community and the place of RE - as a church school - is highly regarded and valued. We recognise that parents have the right to remove their child from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

Appendix I:

Christ the Saviour Primary School Religious Education Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>God's World</u> CREATION <i>What is God's World?</i>	<u>God's Family</u> INCARNATION <i>What is Christmas about?</i>	<u>Getting to know Jesus</u> GOSPEL <i>Who is Jesus?</i>	<u>Sorrow & Joy</u> GOSPEL <i>What is forgiveness?</i>	<u>New Life</u> SALVATION <i>Why is Easter a joyful time?</i>	<u>Church</u> THE KINGDOM OF GOD <i>Who is the church family?</i>
Reception	Can you tell me the story of how God made the world? What are you thankful to God for?	What do you know about the birth of Jesus? How do we celebrate the birth of Jesus?	What are some of the things that Jesus did? How can you help people like Jesus did?	Can you tell me about a time when Jesus was sad? What should we do when	What do you know about the Easter story? How can you celebrate the joy of Easter?	What might you see inside a church? What do you do with your church family?

				we hurt or upset others?		
Year 1	<p><u>God's Great Plan</u> CREATION <i>Why is looking after our world important?</i></p> <p>Can you retell a bible story from the book of Genesis?</p> <p>What can you do to help look after God's creation?</p>	<p><u>Advent</u> INCARNATION <i>What is advent?</i></p> <p>Can you tell the story of what Mary did before she had Jesus?</p> <p>What do you and your family do in advent to prepare for Christmas?</p>	<p><u>Families & Celebrations</u> GOSPEL <i>Why is our family important?</i></p> <p>Can you tell a story from the bible about Jesus and his family?</p> <p>What special things do you do with your family?</p>	<p><u>Following Jesus</u> GOSPEL <i>What does it mean to follow Jesus?</i></p> <p>How did the disciples show that they followed Jesus?</p> <p>How do people you know show that they follow Jesus?</p>	<p><u>Resurrection</u> SALVATION <i>What does the resurrection teach us?</i></p> <p>What did Jesus do in the 40 days after he rose from the dead?</p> <p>Why do we celebrate the resurrection of Jesus today?</p>	<p><u>Miracles</u> GOSPEL <i>Why did Jesus perform miracles?</i></p> <p>Can you tell me about a miracle Jesus did?</p> <p>How can you help other people like Jesus did?</p>
Year 2	<p><u>A Chosen People</u> THE PEOPLE OF GOD <i>What does it mean to be 'Chosen'?</i></p> <p>Can you retell a story from the Bible where someone was chosen by God?</p> <p>How do the examples of Abraham, Moses and Daniel help you?</p>	<p><u>Mysteries</u> INCARNATION <i>What do we find hard to understand about God?</i></p> <p>What mysteries are there in the Christmas story?</p> <p>How do we respond to mysteries?</p>	<p><u>Judaism</u> <i>What is it like to live as a Jew?</i></p> <p>Can you describe some things that are special to a Jew?</p> <p>What is special to you in your faith?</p>	<p><u>The Good News</u> GOSPEL <i>What is good news?</i></p> <p>What examples of Good News can you remember from the Bible?</p> <p>What have you done to help other people like Jesus did?</p>	<p><u>Easteride</u> SALVATION <i>Why are the stories of Easteride important?</i></p> <p>Can you explain how Jesus helped the disciples after his death?</p> <p>How can the stories of Easteride help us when we feel worried or afraid?</p>	<p><u>The First Christians</u> THE KINGDOM OF GOD <i>How does God help his people?</i></p> <p>Can you tell a story about something the first Christians did?</p> <p>How can we follow the example of the first Christians?</p>
Year 3	<p><u>The Christian Family</u> THE KINGDOM OF GOD <i>Why is family and community important?</i></p> <p>Can you explain how people can join the Church family?</p>	<p><u>The Christmas Story</u> INCARNATION <i>Why is Christmas important to Christians?</i></p> <p>Who were the different people God used at the</p>	<p><u>Judaism</u> <i>Why are they having a Jewish Party?</i></p> <p>Can you describe a celebration or festival that is important to Jews?</p>	<p><u>Reconciliation</u> GOSPEL <i>Why do we need reconciliation?</i></p> <p>Can you tell a bible story where someone does</p>	<p><u>Easter & Pentecost</u> SALVATION <i>How does the Easter story offer hope?</i></p> <p>In what different ways do Christians</p>	<p><u>Being a Christian</u> THE KINGDOM OF GOD <i>What does it mean to be a Christian?</i></p> <p>Can you give an example of someone</p>

	How does being part of a community help you in your daily life?	time of Jesus birth and what different roles did they have? In what different ways is Christmas celebrated around the world?	How are the things you and your faith community celebrate different or similar to the Jewish celebrations?	something wrong and receives forgiveness? How do we see forgiveness in our everyday lives?	celebrate Easter? How can we give hope to others?	whose life was changed by God? What are some of the things that people do to show their faith?
Year 4	<p><u>The Bible</u> THE PEOPLE OF GOD <i>Why is the Bible important to Christians?</i></p> <p>Can you remember some of the key stories from the Old Testament?</p> <p>How might the stories in the Old Testament help you in your daily life?</p>	<p><u>Trust in God</u> INCARNATION <i>What does it mean to trust in God?</i></p> <p>How do people in the Bible show trust in God?</p> <p>What sometimes makes it difficult to trust in God and how can our trust grow?</p>	<p><u>Islam</u> <i>What does it mean to be a Muslim?</i></p> <p>Describe some key similarities and differences between a Muslim and a person of another world faith.</p> <p>Why do different faith communities have different practices and customs?</p>	<p><u>Jesus, Teacher and Saviour</u> SALVATION <i>Why did Jesus die on the cross?</i></p> <p>Can you explain how Jesus' life shows us he was the saviour?</p> <p>How does Jesus' teaching and sacrifice influence your life and those around you?</p>	<p><u>The Mission of the Church</u> THE KINGDOM OF GOD <i>Why do God's followers sometimes go through difficult times?</i></p> <p>Can you recall a story of a time one of God's followers went through difficult times?</p> <p>How might the actions of the early Christians inspire Christians today?</p>	<p><u>The Anglican Church</u> THE KINGDOM OF GOD <i>What should church be like?</i></p> <p>What is the Anglican church like?</p> <p>How do places of worship help people draw closer to God?</p>
Year 5	<p><u>God's Gift of Creation</u> CREATION <i>Why did God create the world?</i></p> <p>How was God's perfect creation spoiled?</p> <p>How can you be a good steward of God's creation?</p>	<p><u>Celebrating the Christmas Story through Art and Music</u> INCARNATION <i>How is faith expressed?</i></p> <p>Describe some of the different ways the nativity story has been expressed through art or music.</p>	<p><u>Judaism</u> <i>What does it mean to be a Jew?</i></p> <p>What are some of the key things that help Jews remember their faith?</p> <p>How do you and the community around you remember</p>	<p><u>Reconciliati on 2</u> GOSPEL <i>What is true forgiveness?</i></p> <p>Explain some of the key stories in the Bible which teach about forgiveness.</p> <p>Reflect on situations where forgiving</p>	<p><u>Inspirational People</u> THE KINGDOM OF GOD <i>What does it mean to be an inspirational person?</i></p> <p>Talk about an inspirational person of faith and the impact they have had on their community</p>	<p><u>The Journey of Life and Death</u> SALVATION <i>Is there life after death?</i></p> <p>What do Christians and members of other faiths believe happens after death?</p> <p>How do we feel when</p>

		How is the true meaning of Christmas shown in the art and music of your school, local community or church family?	and celebrate significant events?	someone might be difficult. How could the stories of the Bible help in that situation?	and the world. In what ways can you be an inspirational person at home, at school, locally and globally?	someone close to us dies and what strategies can help cope with loss?
Year 6	<p><u>The Kingdom of God</u> THE KINGDOM OF GOD <i>What is the Kingdom of God and how can we be part of it?</i></p> <p>What are the values in the Kingdom of God?</p> <p>How can you help God's Kingdom to grow?</p>	<p><u>Justice</u> THE KINGDOM OF GOD <i>What is justice and how should we respond to injustice?</i></p> <p>Retell a story from the bible which shows God's desire for justice.</p> <p>What examples can you see in the world today of injustice and how can those injustices be put right?</p>	<p><u>Islam</u> <i>What is the best way for a Muslim to show commitment to God (Allah)?</i></p> <p>Give examples of the different ways in which a Muslim shows commitment to their faith.</p> <p>How do your beliefs inform the way you live your life?</p>	<p><u>Jesus, the Lamb of God</u> SALVATION <i>What does Jesus' sacrifice mean to Christians?</i></p> <p>Explain why Jesus is called the lamb of God.</p> <p>In what ways do you or others in your community make sacrifices for the good of others?</p>	<p><u>Jesus, Son of God</u> GOSPEL <i>How can Jesus be both divine and human?</i></p> <p>Describe some events that show both Jesus' humanity and his divinity.</p> <p>In what different ways can we respond to the truth of who Jesus is?</p>	<p><u>Understanding Faith in our Local Community</u> <i>What does it mean to live in a multi-faith society?</i></p> <p>How is our community enriched by the diversity of faiths and beliefs in our local area?</p>