

# Stretton Handley CE (VC) Primary School

*Growing, Caring and Learning Together in Faith, Hope and Love*



## Religious Education Policy

|                         |                  |
|-------------------------|------------------|
| <b>Statutory Policy</b> | No               |
| <b>Policy Date</b>      | October 2024     |
| <b>Review Period</b>    |                  |
| <b>Next Review Date</b> | October 2026     |
| <b>Reviewed by</b>      | Louise Nicholson |
| <b>Approved By</b>      |                  |

| <b>Date of update</b> | <b>Changes made</b>       | <b>Governor minute</b> |
|-----------------------|---------------------------|------------------------|
| 12 / 10 / 2024        | Vision and Values added   |                        |
| 26/03/2025            | New wording to assessment |                        |
|                       |                           |                        |
|                       |                           |                        |

## **Religious Education Policy**

This policy is implemented within the context and spirit of the Vision Statement of Stretton Handley CE Primary School,

‘Growing, Caring and Learning Together in Faith, Hope and Love’

We value each person as an individual and help them to grow as people within a nurturing supportive environment where everyone is included.

The policy is underpinned by the values of the school:

- Aspiration
- Belief
- Creativity
- Determination
- Enjoyment
- Friendship

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject. 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’.

At Stretton Handley Church of England (VC) Primary School our Religious Education is based on Understanding Christianity and the Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025, this is the statutory basis for RE in Derbyshire

### **Intent**

At Stretton Handley CE (VC) Primary School, our RE curriculum follows the Derbyshire Agreed Syllabus document and this is further supported by ‘Understanding Christianity’. It is knowledge rich and ensures that key theological concepts and vocabulary are reinforced in meaningful contexts.

This is achieved through first-hand experiences and our authentic outcomes. Concepts are deliberately constructed so our children’s religious knowledge is built upon each year. This allows the children to understand their personal and wider beliefs and the wider faiths that fit within cultures around the world. Children will learn this through the Derbyshire Framework, which will allow them to comprehend their culture and the wider diversity of society.

### **Legal Responsibilities**

Since 1944, all schools have been required to teach RE to all pupils on roll, with the exception that parents have the right to withdraw their children from the subject. Children will receive RE as part of their weekly timetable. Should a parent wish to withdraw their child from RE lessons, this should be notified in writing to the Head teacher. In such cases, alternative provision will be made for any children.

### **The Purpose of Religious Education**

- Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- Pupils learn about and from religions and world views in local, national and global contexts,

to discover, explore and consider different answers to these questions.

- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Learning through RE helps pupils development of systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- RE helps pupils develop an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## **Implementation**

### **Aims of RE**

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and world views, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK
- Enhance spiritual, moral, social and cultural development
- Reflect on their own beliefs, values and experiences

- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

### **The National Curriculum**

RE supports the aim for education, outlined in the National Curriculum 2014 to:

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life

### **Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025**

The school follows the curriculum as set out in the Derby and Derbyshire agreed syllabus for religious education 2022 – 2025. The principle aim is to enable pupils to participate in an on-going search for wisdom through exploring questions raised by human experiences and answers offered by religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

This contains three main strands to be studied in RE, these are:

- Believing
- Expressing
- Living

To enhance the syllabus, the school uses 'Understanding Christianity' to support the teaching of Christianity.

### **Objectives**

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respect for the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion. These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

**AT1 Learning about Religions-** This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

**AT2 Learning from Religion-** This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality. Religions to be studied

In accordance with the agreed syllabus, we study Christianity and other main religions as represented in the United Kingdom.

EYFS and Key Stage 1- Two religions: Christianity and Hinduism

Key Stage 2- Three Religions: Christianity, Hinduism and Islam

Within the teaching of RE, we will draw on material, resources and beliefs from beyond the main religions stated above as well as exploring aspects of Sikhism, Buddhism and Judaism. As a Church of England (VC) Primary School, our teaching of RE will reflect the beliefs and practices of the Anglican Church but will also reflect the practices of other Christian denominations.

### **Curriculum time for Religious Education**

A minimum of 5% of curriculum time is required.

EYFS/ KS1 36 hours per year

KS2 45 hours per year

This allocation is reflected in timetables and in study around the time of major Christian festivals such as Christmas and Easter.

### **Collective Worship**

RE is allocated time that is distinct from the time set aside for daily collective worship. (see Collective Worship policy)

### **Programme of Study**

The Agreed Syllabus has a programme for EYFS, Key Stage 1 and Key Stage 2. Our programme of study uses a mixed age approach, so that children in mixed age classes work together. This is particularly the case for children in Reception who are experiencing elements of the Key Stage programme of study coverage. In accordance with the Agreed Syllabus we exercise flexibility regarding the order and length of time of specific units. It is our intention that as a child completes KS1 & KS2 s/he will have covered all topics.

### **Teaching of RE**

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching draws on a wide range of key strategies for learning, including:

- Open questioning
- Thinking skills
- Literacy for RE
- Discussion
- Expressive arts and creativity for learning
- Visits and visitors
- Practical approaches

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors. Across the whole curriculum we strive for 'quality first teaching', including in RE. Differentiation is used appropriately in order to ensure that children of all abilities, including less able, those with special needs and more- able or those with gifts or talents make good progress and enjoy RE.

### **Planning**

We have developed a long term R.E. plan to ensure that the children receive the appropriate depth and breadth of study for their age. Our mixed-age long term plan weaves Understanding Christianity units of work with Derbyshire and Derby City Agreed Syllabus 2020-2025 units. Children access core learning but can also dig deeper as they move to their next phase of learning.

### **Impact**

#### **Assessment and reporting**

In RE, by the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant Programme of Study.

- During each unit, teachers will plan on-going creative assessment opportunities in order to: gauge whether pupils have achieved the key learning objectives
- Assessment will be undertaken in various forms, including the following: talking to pupils and asking questions and discussing pupils' work with them
- Teachers will complete an assessment grid at the end of each unit.

**Contribution of RE to teaching in other curriculum areas**

We have developed a creative, thematic approach to the curriculum with links across and between subjects. There is a rolling programme of topics encompassing National curriculum programmes of study and non-statutory subjects including RE. RE is taught as part of the thematic approach (eg 'Let there be light') and also as discrete units of work. RE contributes significantly to the teaching of Literacy by actively promoting the skills of speaking and listening, reading and writing. We encourage pupils to discuss their thoughts and express themselves clearly and with confidence. Pupils are encouraged to read religious texts at an appropriate level and all staff have high expectations in relation to any recorded work. Through our RE lessons, we teach pupils about the values and beliefs that underpin individual choices about behaviour. We cover ethical issues/ dilemmas which are also addressed as part of our PSHE curriculum, thereby promoting tolerance and understanding of other people and appreciation of what it means to be positive members of our community. These areas support the development of our children's understanding of British values and British citizenship. ICT and technology are used as appropriate to enhance the learning and teaching of RE.

**Leadership and management**

- provide curriculum leadership across the school
- monitor and evaluate provision for RE within the school, liaise with class teachers/ SENCO to confirm that quality first teaching ensures progress for all.
- monitor and evaluate standards of RE within the school
- be informed about appropriate resources for the effective teaching of RE
- keep up to date with local and national developments in RE
- be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE
- liaise with outside speakers and agencies, such as The Open Centre and Ofsted
- actively promote effective RE within the school and its community and to keep the profile of RE high within the school.

This policy will be updated bi-annually and/or in line with Derbyshire and Derby City Agreed Syllabus requirements.

L. Nicholson  
October 2024

## Stretton Handley CE (VC) Primary School RE Long term plan

| Year A | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |
|--------|---|---|---|--|--|--|
| R      | <p>UC F1 Why is the word God so important to Christians?</p> <p><i>God / creation</i></p>   | <p>UC F2 Why do Christians perform nativity plays at Christmas?</p> <p><i>Incarnation</i></p> | <p>F5 Where do we belong?<br/>Christianity, Hinduism, Islam</p> <p><i>Living</i></p>  | <p>UC 1.5 Why is Easter special to Christians?</p> <p><i>Salvation</i></p>   | <p>F2 Which people are special and why?<br/>Christianity and Sikhism</p> <p><i>Beliefs</i></p>                                   |  |
| Y1/2   | <p>1.8 How should we care for the world and for others and why does it matter?<br/>Christianity and Judaism<br/><i>Living</i></p> | <p>UC 1.3 Why does Christmas matter to Christians?</p> <p><i>Incarnation</i></p>              | <p>1.2 Who is a Muslim and what do they believe?<br/>Islam</p> <p><i>Believing</i></p>  | <p>UC 1.5 Why does Easter matter to Christians?</p> <p><i>Salvation</i></p>  | <p>UC 1.1 What do Christians believe God is like?<br/><i>God</i></p>   | <p>1.4 What can we learn from sacred books?<br/>Christianity, Islam, Judaism<br/><i>Believing</i></p>                                      |
| Y3/4   | <p>UC L2A.1 What do Christians learn from the creation story?</p> <p><i>Creation / Fall</i></p>                                   | <p>UC L2A.3 What is the trinity?</p> <p><i>Incarnation / God</i></p>                          | <p>L2.2 Why is the Bible important for Christians today?</p> <p><i>Believing</i></p>  | <p>L2.5 Why are festivals important to religious communities?<br/>Christianity, Hinduism, Judaism, Islam<br/><i>Expressing</i></p> | <p>UC2A.4 What kind of world did Jesus want?<br/>Gospel<br/>L2.3 Why is Jesus inspiring to some people?<br/><i>Believing</i></p> | <p>L2.9 What can we learn from religions about deciding what is right and wrong?<br/>Christianity, Humanism, Judaism<br/><i>Living</i></p> |
| Y5/6   | <p>UC 2B.2 Creation and Science: Conflicting or complementary?</p> <p><i>Creation / Fall</i></p>                                  | <p>UC 2b.4 Was Jesus the Messiah?</p> <p><i>Incarnation</i></p>                               | <p>Walk through the bible – New Testament<br/>U2.7 What matters most to Christians and Humanists?<br/>Christianity and Humanism<br/><i>Living</i></p> | <p>UC 2B.7 What difference does the resurrection make to Christians?</p> <p><i>Salvation</i></p>                                   | <p>UC 2B.1 What does it mean if God is holy and loving?<br/><i>God</i></p>   | <p>U2.3 What do religions say to people when life gets hard?<br/>Christianity, Islam, Hinduism, Humanism<br/><i>Believing</i></p>          |

| Year B | Term 1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6  |
|--------|---|---|---|---|--|---|
| R      | F6 what is special about our world?<br>Christianity, Islam, Judaism<br><i>Living</i>                      | F4 what times are special and why?<br>Christianity, Hinduism, Judaism<br><i>Expressing</i>          | F1 which stories are special<br>Christianity, Sikhism, Islam<br><i>Believing</i>  | UC F3 Why do some Christians put a cross in an Easter garden?<br><i>Salvation</i>                               | F3 What places are special and why?<br>Christianity and Islam<br><br><i>Living</i>   |   |
| Y1/2   | UC 1.2 Who made the world?<br><br><i>Creation</i>   | 1.1 Who is a Christian and what do they believe?<br><br><i>Believing</i>                            | UC 1.4 what is the 'good news' Christians believe Jesus brings?<br><br><i>Gospel</i>  | 1.6 How and why do we celebrate special and sacred times?<br>Christianity<br>Judaism Islam<br><i>Expressing</i> | 1.7 What does it mean to belong to a faith community?<br>Christianity, Judaism, Islam<br><i>Living</i><br>1.3 Who is Jewish and what do they believe?<br>Christianity, Judaism<br><i>Believing</i> | 1.5 What makes some places sacred?<br>Christianity, Judaism, Islam<br><br><i>Expressing</i>   |
| Y3/4   | L2.1 What do different people believe about God?<br>Christianity, Hinduism, Islam<br><br><i>Believing</i> | L2.4 Why do people pray?<br>Christianity, Hinduism, Islam<br><br><i>Expressing</i>                  | L 2.8 What does it mean to be a Hindu in Britain today?<br><br>Hinduism<br><br><i>Living</i>  | UC 2A.5 Why do Christians call the day Jesus died, 'Good Friday'?<br><br><i>Salvation</i>                       | UC 2A.6 When Jesus left, what was the impact of Pentecost?<br>Kingdom of God<br>L2.3 Why is Jesus inspiring to some people? Christianity<br><i>Believing</i>                                       | L2.6 Why do some people think life is a journey? What significant experiences mark this? Christianity, Islam, Hinduism<br><i>Expressing</i>   |
| Y5/6   | U2.1 Why do some people believe God exists?<br>Christianity, humanism<br><br><i>Believing</i>             | UC 2B.8 What kind of king was Jesus?<br>Gospel<br>U2.2 What would Jesus do?<br><br><i>Believing</i> | Walk through the bible – old testament.<br>U2.5 Is it better to express your religion in arts and architecture or charity and generosity?<br>Christianity, Islam, humanism<br><i>Expressing</i> | UC 2B.6 What do Christians believe Jesus did to save human beings?<br><br><i>Salvation</i>                      | U2.4 If God is everywhere, why go to a place of Worship?<br><br>Christianity, Islam, Hinduism<br><i>Expressing</i>   | UC 2B.3 How can following God bring freedom and Justice?<br>U2.6 What does it mean to be a Muslim in Britain today?<br>Islam<br><i>Living</i> |

## UC - Understanding Christianity unit