Sedlescombe Church of England Primary School

Religious Education Policy 2020 – 2023

Adopted	January 2021
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

INTRODUCTION

Religious Education (RE) is central to the purpose of Sedlescombe Church of England Primary School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE at Sedlescombe Church of England Primary School explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at Sedlescombe Church of England Primary School.

INTENT

Religious Education Vision Statement

At Sedlescombe Church of England Primary School, our Christian Values are at the heart of our school and inform all that we do. Through a rich curriculum, our vision for RE is to develop children's skills of enquiry, reasoned argument and reflection so to grow their own sense of identity, compassion and belonging. Religious Education supports children to develop our key learning behaviours and skills for life.

Aspiration

RE will support all children to be aspirational learners by encouraging them to reflect upon their own and other cultures, religions and beliefs. Children will be encouraged to be aspirational by learning about others and developing their own sense of identity and building their own set of values to achieve the best that they can.

Creativity

RE will encourage and provide opportunities for children to be creative and reflective. They will be encouraged to use rich language and will be given opportunities to represent and explore a diverse RE curriculum through the arts and music.

Curiosity

RE will encourage children to think about the beliefs of others and to ask questions. Our Enquiry Approach and Big Question for each unit ensure children are encouraged to be curious learners whilst developing an understanding for how people of different backgrounds or beliefs may share similar values whilst respecting their differences.

Courage

Through RE, children will learn how courage is demonstrated in different religions and cultures. The children will be taught to be courageous in the decisions they make and to have the courage to do and say the right thing even if it isn't the easier route to take.

Cooperation

Exploring different cultures and religions will give the children the skills to develop respect for others including people with different faiths and beliefs and challenge prejudice. Within our teaching of RE we seek to encourage generosity and compassion.

Independence

Through RE teaching the children will begin to consider their responsibilities to themselves and others and to explore how they might contribute to their communities and the wider world. The children will be encouraged to make independent choices routed in their deep sense of their own personal and our School Core Values.

Curriculum Aims

As a voluntary controlled Church of England school, the East Sussex Agreed Syllabus for RE, is our statutory document for the teaching of RE. Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Sedlescombe Church of England Primary School, we would ask parents to discuss with the Headteacher any reasons they might have for doing this.

The East Sussex Agreed Syllabus for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, 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.

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 or a worldview.

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.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The minimum time allocated to the teaching of RE at Sedlescombe will be:

- KS1: 36 hours per year (55 minutes per week)
- KS2: 45 hours per year (69 minutes per week)

The planning for RE time may be in a variety of forms, for example:

- 'Blocking' RE so that learning can take place intensively, with a possible 'whole school' or class themed week;
- Linking RE into a relevant 'Learning Journey';
- Teaching RE in a modular form

RE curriculum time does not include collective worship, even when the worship provides a starting point for a curricular work. Christmas and Easter production rehearsals and performances are not considered RE.

Objectives:

At Sedlescombe, the teaching of RE will enable pupils to:

- Develop an awareness of spiritual and moral issues arising in their lives;
- Develop knowledge and understanding of Christianity and other major world
- religions adhered to in the UK;
- Develop an understanding of what it means to be committed to a religious
- Tradition;
- Be capable of reflecting on their own experiences, and of developing a personal
- response to the fundamental questions of life;
- Develop an understanding of religious traditions, and an appreciation of cultural
- similarities and differences in the UK today;
- Develop their investigative and research skills, in order to hold reasoned opinions
- on religious issues;
- Have respect for other people's views, and hence to celebrate diversity in society;
- Articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

IMPLEMENTATION

Religious Education Principles

At Sedlescombe Religious Education is taught through an enquiry based approach. This enables children to investigate and reflect on some of the most fundamental questions asked by people.

Understanding Christianity

The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation. The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making the links to the overall 'big story' or 'salvation narrative'.

This is not the only way to describe Christian thought and practice, and of course there is real diversity within Christianity itself, but it sets a good foundation for understanding the heart of the Christian faith. The enquiry based teaching and learning approach enables pupils to engage with a variety of Bible texts in order to explore how Christians understand the core concepts. It explores ways in which Christians might live in the light of these texts, within the Christian community and in their individual lives. It allows pupils to reflect on some of the questions and puzzles that arise from the Bible, and to consider any implications or connections with their own lives and ways of understanding the world.

At Sedlescombe, we develop the children's knowledge and understanding of Christianity and also some of the major world faiths in line with the East Sussex Agreed Syllabus.

Each term a Big Question begins the enquiry unit and is debated, investigated and discussed over the unit. This allows our children to address fundamental questions concerning, for example, the meaning of life and their beliefs about God, issues of right and wrong and what it means to be human. At Sedlescombe in RE our children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They 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. We enable children to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

We encourage the children to learn from religions as well as about religions.

Religious Education Planning Cycle

At Sedlescombe we use the Understanding Christianity document for our Christian teaching and Discovery RE for the teaching of other faiths.
At KS1 the core religions to be studied will be:

- Christianity
- Judaism

At KS2 the core religions to be studied will be:

- Christianity
- Hinduism
- Islam
- Judaism

RE will have close links with pupil's spiritual, moral, social and cultural (SMSC) development and Relationships, Sex and Health Education (RSHE).

The yearly overview for RE for each year group is outlined below:

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	**Key Concept: God** UC F1: Why is the word 'God' so important to Christians?	**Key Concept: Incarnation** UC F2: Why do Christians perform nativity plays at Christmas?	**Judaism:** What is the Torah and why is it important for Jews?	**Key Concept: Salvation** UC F3: Why do Christians put a cross in an Easter garden?	What can we learn from stories? Boy who cried wolf, Crocodile and the priest (Sikh), Bilal and the butterfly (Muslim), Gold Giving Serpent (Indian), The elephant and the dog (Asian), The parable of the lost coin	What makes places special? Home, global homes, the world, church, mosque, synagogue
1	**Key Concept: Creation** UC 1.2: Who made the world?	**Key Concept: Incarnation** UC 1.3: Why does Christmas matter to Christians?	**Judaism:** Why do Jewish families celebrate Hanukkah?	**Key Concept: Salvation** Why does Easter matter to Christians? Easter Story	**Judaism** Which Special days do Jewish children celebrate? Is Shabbat important to Jewish children? Special day - Shabbat meal - synagogue Are Rosh Hashanah and Yom Kippur important to Jewish children? Forgiveness - repentance Food and symbolism New year plans, prayer, synagogue	**Judaism** Does celebrating Chanukah make Jewish children feel closer to God? Chanukah story, miracle, celebration
2	**Key Concept: God** UC 1.1: What do Christians believe God is like?	**Key Concept: Gospel** UC 1.4: What is the good news Jesus brings? Christmas Story	**Judaism** How important is it for Jewish people to do what God asks them to do? Covenant, Abraham, Moses, Passover, the Exodus,	**Key Concept: Salvation** Why does Easter matter to Christians? Digging Deeper Is Easter Happy or Sad?	**Judaism** How special is the relationship Jews have with God? Abraham - Covenant - Birth of Isaac, Moses and the 10 commandments, Mezuzah, Shema	**Judaism** What is the best way for a Jew to show commitment to God? Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)
3	**Key Concept: Creation** UC 2a.1: What do Christians learn from the creation story?	**Hinduism** Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Story of Rama and Sita, Diwali, Lakshmi, temple	**Key Concept: Gospel** UC 2a.4: What kind of world did Jesus want?	**Guildford syllabus** What happened during Holy Week?	**Hinduism** How can Brahman be everywhere and in everything? Brahman, deities, Ganesha, Trimurti	**Hinduism** Would visiting the River Ganges feel special to a non-Hindu? River Ganges, pilgrimage, funeral customs, Varanasi
4	**Judaism** How special is the relationship Jews have with God? Covenant, Abraham, Isaac, Moses, Ten Commandments, Sy	**Key Concept: Incarnation** UC 2a.3: What is the trinity? **Key Concept: People of God** UC 2a.2: What is it like to follow God?	**Judaism** How important is it for Jewish people to do what God asks them to do? Kashrut, Kosher, Passover, Seder Meal	**Key Concept: Salvation** UC 2a.5: Why do Christians call the day Jesus died 'Good Friday?'	**Key Concept: Kingdom of God** UC 2a.6: When Jesus left, what was the impact of Pentecost?	**Judaism** What is the best way for a Jew to show Commitment to God? Rites of Passage and good works, Shabbat, Bar/Bat Mitzvah, Mitzvoth Tu B'Shevat (tree)
5	**Key Concept: God** UC 2b.1: What does it mean if God is holy and loving?	**Guildford syllabus** Why is light an important part of Christmas?	**Hinduism** What is the best way for a Hindu to show commitment to God? Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage	**Key Concept: Salvation** UC 2b.6: What did Jesus do to save human beings?	**Key Concept: Kingdom of God** UC 2b.8: What kind of King was Jesus?	**Hinduism** How can Brahman be everywhere and in everything? Is there a soul?, trimurti, God, deities Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Good deeds, Rama , re-incarnation, Sadhu
6	**Key Concept: Creation** UC 2b.2: Creation and science: conflicting or complementary?	**Key Concept: Gospel** UC 2b.5: What would Jesus do?	**Islam** What is the best way for a Muslim to show commitment to God 5 pillars - prayer - charity - fasting - Hajj pilgrimage	**Key Concept: Salvation** UC 2b.7: What difference does the resurrection make for Christians?	**Key Concept: People of God:** UC 2b.3: How can following God bring freedom and justice?	**Islam** Does belief in Akhirah (life after death) help Muslims lead good lives? Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War

Special Educational Needs and Disabilities (SEND)

At Sedlescombe, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's vision and commitment to provide a broad and balanced education to all children.

Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Equal Opportunities

At Sedlescombe we offer RE to every child whatever their race, gender, nationality or faith. We teach a broad curriculum of RE in a respectful manner in a way that teaches children and adults in the school to have respect for other people's views, and hence to celebrate diversity in society.

We encourage our children to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

IMPACT

As a Voluntarily Controlled Church of England primary school, Sedlescombe places a great emphasis on the importance of RE as contributing to the development of the whole person by:

- Helping pupils consider important questions about the meaning and purpose of Existence;
- Considering the range and depth of human experiences;
- Considering what is ultimately worthwhile and valuable in life;

These questions are important for all people, whether they adhere to a particular religion or not. RE is a subject that aids the development of individual pupils by:

- Increasing pupils' awareness of the spiritual dimension of human life;
- Learning that people respond to spiritual questions and experiences in many different ways, both religious and non- religious;
- Challenging the different answers offered by believers and others;
- Developing a reflective capacity, empathetic understanding, and philosophical and evaluative thinking skills;
- Gaining awareness that people express beliefs and ideas about human beings, the world, and God in a variety of ways e.g. symbols, expressive arts, ritual;
- Helping pupils to understand that a person's background influences the way he or she thinks, feels, believes, acts and expresses themselves;
- Affirming religious and cultural diversity in the context of East Sussex, Britain and the rest of the world. This is vital for our work on local, national and global citizenship;
- Encouraging children to develop their own beliefs, values and sense of self-worth and to examine rights and responsibilities in human society;

- Helping pupils to explore human experience in relation to faith and the religious traditions and practices which have helped to shape western civilisation and the civilisation of others.

School and Classroom Environment

At Sedlescombe CE Primary we aim to immerse our children in an environment which is rich and reflective of our learning and Christian ethos. In each classroom there should be:

- RE Display to include:
  - The 'Big Question' for the current RE Learning
  - An opportunity for pupil interaction
  - Children's work
  - Further questions to provoke thought and discussion
  - Prayers and thoughts linked to the learning including some written by the children
- A Reflection Area
- The Lord's Prayer/ School Prayer
- Understanding Christianity Big Freize displayed prominently
- A Bible
- A Bible quote
- A cross

Assessment Recording and Reporting

Assessment is carried out, by teachers, through cold tasks at the beginning of a unit and a hot task at the end of the unit based on answering the Big Question. This serves to both assess the level of understanding at the beginning of a unit as well as assessing the depth of learning which has taken place. Assessments may take many forms and will be appropriate to the age of the children.

The efforts and contributions made by the children in RE lessons will be recorded in different ways. For example:

- Photographs may be taken of any role play or drama work and placed in the class photograph albums.
- Artefacts and children's work may be displayed in the classrooms and photographs taken to record such displays.
- Individual or group paper based tasks such as booklets, posters or fact sheets may be produced by children.
- A whole-class book may be produced on, for example, a bible story, harvest poems or reflections.
- Videos may be used to record RE work.
- RE books to record different aspects of RE work.
- Younger children may have some of their thoughts and reflections scribed by an adult in a class book.

Formative Assessment

This assesses the understanding during a lesson or at the end of the lesson and will help the teacher modify their teaching or future planning based on the needs and understanding of the children at the time. This may take the form of questioning, quizzes, exit tickets, class discussions and feedback, observation and work in books.

Summative Assessment

This is the recorded assessment of each RE enquiry unit and is teacher assessed based on the outcomes of the hot tasks for each child. Children below and above the age related expectation will be recorded at the end of each unit.

Monitoring

Monitoring will take place by the RE leader and on occasion the RE Lead Governor. It may consist of many different elements such as:

- Learning walks
- Book looks
- Assessment data
- Classroom environment
- Observations
- Pupil voice
- Planning scrutiny
- Staff knowledge/ training needs
- Staff conversations and feedback

Feedback will be given to staff in order to improve practice and further develop RE provision. A written RE report will be presented to RE Link Governor at the end of every school year by the RE subject leader.

Review

This policy will be reviewed every three years unless there have been changes to the East Sussex Agreed Syllabus in line with the school review cycle as outlined in the Subject Leadership Policy.