



**NUTLEY CHURCH OF ENGLAND
PRIMARY SCHOOL**

**POLICY FOR
RELIGIOUS EDUCATION**

This policy was approved by the **Board of Governors** at the meeting on 27/03/2023

Acting Head Teacher
Emma Robinson

signed:

Chair of Governors
Birgit Smith

signed:

This policy will be reviewed in 03/2024.

THE IMPORTANCE OF RELIGIOUS EDUCATION AT NUTLEY CE PRIMARY SCHOOL

As a Church of England controlled school we give prominence to the teaching of Christianity through daily collective Acts of Worship, through positive relationships which exist within our small school, as well as through the RE curriculum. The Christian celebrations of Harvest, Christmas and Easter are given prominence. Close links exist with the St James-the-Less, our local church. The vicar makes frequent visits to the school and we regularly use St James-the-Less for celebratory services and visits to learn more about Christianity. The vicar leads collective acts of worship on a fortnightly basis.

Through the teaching of RE, we give the pupils opportunities to learn about a range of beliefs, practices and ways of life and to nurture their spiritual, moral, social and cultural development.

RE The purpose of study:

'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. In RE they 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. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.'

A curriculum Framework for Religious Education in England October 2013

The purpose of RE is captured in the principal aim:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The aims of RE

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

THE CURRICULUM

Approximate times given to studying RE are:

Key Stage 1: 36 hours

Key Stage 2: 45 hours

This may be either regular provision once a week, or through more flexible provision, when more time can be allocated in one week, term or year than in another, as long as the Programme of study required by the Agreed Syllabus is covered. Sometimes, RE is given high profile as the lead subject in a learning journey.

At Nutley CE Primary School, we have adopted 'Faith and Belief in the 21st Century' the Agreed Syllabus for Religious Education in East Sussex' (2022-2027)

Nutley CE Primary School use 'Understanding Christianity' written by RE Today and recommended by East Sussex. This resource enables pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture and heritage. This resource is for EYFS to Upper Key Stage 2 and features throughout our scheme of work.

Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own

feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.

RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.

RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy.

RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics.

RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role- play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

RE EYFS Curriculum

- Being special: where do we belong?
- Why is Christmas special for Christians?
- Why is the word 'God' so important to Christians?
- Why is Easter special for Christians?
- Which places are special and why?
- Which stories are special and why?

KS1

Throughout Key Stage 1, pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Key Stage 1

Christians, Muslims, Hindus and Jews

Year A:

- Who do Christians say made the world?
- Who is Jewish and how do they live? (PART 1 and PART 2)
- Why does Easter matter to Christians?
- What is the 'good news' Christians believe Jesus brings?
- How should we care for the world and for others, and why does it matter?

Year B:

- What does it mean to belong to a faith community?
- Why does Christmas matter to Christians?
- What do Christians believe God is like?
- Who is Muslim and how do they live? (PART 1 and PART 2)
- What makes some places sacred to believers?

KS2

At Key Stage 2 children extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. During this key stage, pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews.

Lower Key Stage 2

Christians, Muslims, Hindus and Jews

Year A

- How do festivals and worship show what matters to a Muslim?
- What is it like for someone to follow God?

- How can following God bring freedom and justice?
- What is the 'Trinity' and why is it important for Christians?
- How and why do people try to make the world a better place?
- What kind of world did Jesus want?
- How and why do people mark the significant events of life?

Year B

- What do Christians learn from the creation story?
- How do festivals and family life show what matters to Jewish people?
- What do Hindus believe God is like?
- Why do Christians call the day Jesus died 'Good Friday'?
- For Christians, what was the impact of Pentecost?
- What does it mean to be a Hindu in Britain today?

Upper Key Stage 2

Christians, Muslims, Hindus and Jews

Year A

- For Christians, what kind of king is Jesus?
- Why do Christians believe Jesus was the Messiah?
- Why is the Torah so important to Jewish people?
- What does it mean to be a Muslim in Britain today?
- What difference does the Resurrection make for Christians?
- How do Christians decide how to live? 'What would Jesus do?'
- How does faith help people when life gets hard?

Year B

- Creation & Science - Conflicting or Complementary?
- Why do Hindus want to be good?
- Christians believe Jesus did to 'save' people?
- What does it mean if Christians believe God is holy and loving?
- What matters most to Humanists and Christians?

Right of withdrawal

Legislation allows parents a right of withdrawal from all or part of Religious Education. For further information refer to the non-statutory guidance for RE published January 2010

(www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance)

The parent/carer should write to the head teacher regarding this matter. Parents should be aware that they are required to provide work of a religious/faith/belief-based nature as a substitute for the RE work. If RE is taught within another discipline, eg during a history unit or cross-curricular unit, the parents legally cannot ask for withdrawal.

Teachers also have the right of withdrawal from teaching RE and should speak to the Head teacher regarding this matter.

ASSESSMENT AND REPORTING

Units have been planned to fit Faith and Belief in the 21st Century RE Syllabus and Understanding Christianity which the teacher may use or adapt for their class. Built in to this planning are opportunities for assessment which should happen at least 3 times a year to enable teachers to:

- measure whether pupils are on track to meet end of key stage expectations;
- to pinpoint the aspects of the curriculum in which pupils are falling behind or making exceptional progress;
- to support teachers' planning for all pupils
- enable the teacher to report to parents, providing clear information about each pupil's strength and weaknesses and progress towards the end of key stage expectations.

Assessing attainment at the end of a key stage

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant units. Pupils' achievements will be assessed by teachers using criteria arising from each unit. It is important to note that not all aspects of Religious Education can be formally assessed (e.g. pupils' spiritual awareness) but they form a central part of RE provision. Planning is updated after each unit to reflect assessment results, current world views and new ideas from courses attended.

End of Key Stage 1 outcomes

RE should enable pupils to:

<ul style="list-style-type: none">• identify the core beliefs and concepts studied and give a simple description of what they mean	<ul style="list-style-type: none">• give examples of how people use stories, texts and teachings to guide their beliefs and actions	<ul style="list-style-type: none">• think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none">• give examples of how stories show what people believe (e.g. the meaning behind a festival)	<ul style="list-style-type: none">• give examples of ways in which believers put their beliefs into action	<ul style="list-style-type: none">• give a good reason for the views they have and the connections they make
<ul style="list-style-type: none">• give clear, simple accounts of what stories and other texts mean to believers		

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

MONITORING AND EVALUATION

As with all curriculum areas at Nutley CE Primary School the intended curriculum is monitored by the subject leader. They, along with the governing body, the Head teacher and Deputy Head, are responsible for the evaluation of teaching and learning of RE in the school.

Class teachers are responsible for the evaluation of weekly teaching plans, as well as pupil evaluation against these learning intentions.

This policy will be monitored and evaluated on an annual basis.



RE SYLLABUS FAITH AND BELIEF IN THE 21st CENTURY YEAR A 2023/2024 2025/2026

EYFS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special for Christians?	F5 Which places are special and why?	
	F6 Which stories are special and why?					
YEAR 1/2	1.2 Who do Christians say made the world? Harvest	1.7 Who is Jewish and how do they live? (PART 1)	1/7 Who is Jewish and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.9 How should we care for the world and for others, and why does it matter?
YEAR 3/4	L2.9 How do festivals and worship show what matters to a Muslim?	L2.2 What is it like for someone to follow God? U2B.3 How can following God bring freedom and justice?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.12 How and why do people try to make the world a better place?	L2.4 What kind of world did Jesus want?	L2.11 How and why do people mark the significant events of life?
YEAR 5/6	U2.6 For Christians, what kind of king is Jesus?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.9 Why is the Torah so important to Jewish people?	U2.8 What does it mean to be a Muslim in Britain today?	U2B.7 What difference does the Resurrection make for Christians? U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.12 How does faith help people when life gets hard?

KEY: CHRISTIANS JEWISH MUSLIMS HINDUS MULTI-FAITH



RE SYLLABUS FAITH AND BELIEF IN THE 21st CENTURY YEAR B 2022/2023 2024/2025

EYFS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special for Christians?	F5 Which places are special and why?	
F6 Which stories are special and why?						
YEAR 1/2	1.10 What does it mean to belong to a faith community?	1.3 Why does Christmas matter to Christians?	1.1 What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (part 1)	1.6 Who is Muslim and how do they live? (part 2)	1.8 What makes some places sacred to believers?
YEAR 3/4	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.7 What do Hindus believe God is like?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost?	L2.8 What does it mean to be a Hindu in Britain today?
YEAR 5/6	U2.2 Creation & Science – Conflicting or Complementary?	U2.7 Why do Hindus want to be good?		U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.1 What does it mean if Christians believe God is holy and loving?	U2.10 What matters most to Humanists and Christians?

KEY: CHRISTIANS JEWISH MUSLIMS HINDUS MULTI-FAITH