



St Barnabas and St Philip's CE Primary School

RE Policy

Ratified by	
Date	September 2024
Date for Review	September 2025

1. Aims

1.1 Intent

This policy is intended to assist staff and pupils developing a knowledge and understanding of Religious Education (RE) and is set within the Church of England Vision for Education, the Church of England Entitlement for Religious Education, the Aims of the school and the Religious Education Syllabus. Support and guidance have been given by the London Diocesan Board for Schools. St Barnabas and St Philip's is a voluntary aided Church of England school.

As a Church of England School, we aim to provide a caring environment which will create opportunities for all the children to achieve their full potential. Through religious education we aim to develop an understanding and knowledge of Christianity, whilst developing knowledge of, and respect for, other faiths and worldviews.

At St Barnabas and St Philip's, our intention is to promote attitudes of mutual respect and responsibility. Value is placed on strong links between home, school and local community.

1.2 Aims of Religious Education at St Barnabas and St Philip's:

The aims of Religious Education in Church schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values. (Church of England Statement of Entitlement)

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences.
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school.
- Contributes significantly to the spiritual, moral, social and cultural development of children.
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement.
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

The syllabus has taken note of the 2013 national curriculum framework for RE, taking into consideration the following:

Three strands for RE learning:

A: know about and understand a range of religions and world views.

B: express ideas and insights about the nature, significance and impact of religions and worldviews.

C: gain and deploy the skills needed to engage seriously with religions and world views.

Six key areas of enquiry:

- beliefs, teachings, sources of wisdom and authority
- ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

How the units of learning have been planned:

Units of learning consist of either one of the following:

- Six weeks' worth of lessons (the majority of units)
- Four - six weeks' worth of lessons (Christmas and Easter units)
- 2 weeks' worth of lessons (exploring a key Christian concept)

Our School Vision

Our school vision is inspired by Ephesians 4.16: "From Christ the whole body, joined and held together by every part, grows and builds itself up in love, as each part does its work".

We are each unique in Christ's love, and together make one body, one school. We value our school's wide cultural and social diversity and believe that by allowing each student, parent and teacher to share their talents and gifts, hopes and passions, we grow together in faith and can best prepare our pupils for life-long learning.

Our Values

Friendship, Trust, Peace

At St Barnabas and St Philip's, collective worship is a central part of each school day. Acts of worship are wholly Christian, with opportunity for reflection on a variety of aspects of life for all children.

2. Legislation and guidance

This policy reflects the requirements of the [LDBS Primary RE Syllabus](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Right of withdrawal

In the UK, parents still have the right to withdraw their children from Religious Education on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, staff will hold discussions with any parents wishing to remove their child from Religious Education lessons to ensure that they understand the aims and values of our Religious Education curriculum before honouring this right.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Time Allocation

Religious Education is a timetabled session in all classes. The time allocation for Religious Education is 45 minutes per week in EYFS and 1 hour a week at Key Stage 1. At Key Stage 2 it is taught for 1 hour and 15 minutes. The time allocation for RE is totally separate from requirements for collective worship.

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science

Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Year Group:	Title of unit:
End of unit expectations:	<ul style="list-style-type: none">• Identify the key learning objectives you wish to cover within the unit.• Ensure objectives link to end of unit assessment criteria.
Key concept being explored:	<ul style="list-style-type: none">• Identify key concepts to be explored.
Key religious vocabulary	<ul style="list-style-type: none">• Identify the key religious vocabulary to be taught within the unit.
Final outcome	<ul style="list-style-type: none">• Decide what the final outcome of the unit is going to be. <p>Things to consider:</p> <ul style="list-style-type: none">• Does the final outcome allow children to reflect and express their understanding based on knowledge and understanding from the faith and belief perspective?• How do you plan to differentiate the final outcome to ensure children can demonstrate good or better progress?• Does the final outcome challenge the more able child?• Is the final outcome creative, engaging and motivating for your class?
Enquire:	<ul style="list-style-type: none">• Decide on the big question you are going to explore? <p>Things to consider:</p>

What is the big theological question you are exploring	<ul style="list-style-type: none"> • Who is providing the question – the teacher or child? • What stimuli can be used to enable children to create and own the big question? (text, visit, artefact, music, sacred art etc) • Is the 'big question' open ended enough and provide room for further in-depth exploration?
Enquire: Subsidiary enquiry questions	<ul style="list-style-type: none"> • Decide on the subsidiary questions that will be explored and how do they link to the 'big theological question?' Things to consider: <ul style="list-style-type: none"> • How do the subsidiary questions link together? • Is there a big question for each lesson? • How do you plan to evaluate the children's learning against the big question?
Investigate/explore	<ul style="list-style-type: none"> • Decide on what religious content and context you are going to use to explore the big theological question. Things to consider: <ul style="list-style-type: none"> • Select carefully to ensure the content chosen allows for engaging and motivating teaching and learning. • Select carefully to ensure the content chosen allows for a deep level of enquiry and quality discussion and dialogue.
Evaluate/communicate	<ul style="list-style-type: none"> • Decide on what active learning opportunities and investigations you are going to set that will allow children to achieve the learning objectives identified for the unit of learning. Things to consider: <ul style="list-style-type: none"> • What knowledge and understanding do you want the children to learn? • What skills do you wish children to learn within the course of a unit of learning? • Ensure the activities you set allow for children to practise these skills. • Can links be made with other subject areas? <p>The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.</p>
Reflect/express	<ul style="list-style-type: none"> • This part of the enquiry is the opportunity for children to demonstrate their understanding and personal response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered and their own personal view point. Things to consider: <ul style="list-style-type: none"> • The reflection should always be based on knowledge and understanding, not values or SMSC development. • The reflection and opportunity to express personal view point must always be done within a supportive and safe

	environment, giving children every opportunity to be honest and authentic in their responses.
Ongoing assessment opportunities	<p>Decide where in the unit of learning, formative assessment can take place.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Turn the learning objectives into child friendly language – I can... you can... • Ensure that learning objectives are specific to the content you are teaching. This will help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • Ensure that assessment is ongoing and formative to avoid having to do a separate end of unit assessment.

How the units of learning have been organised:

Christianity:

To ensure that 2/3 of the RE curriculum is based on the teaching of Christianity the following number of units have been written.

EYFS:

- 6 six-week units of learning (Including units for Christmas and Easter)

K.S 1:

- 2 Christmas units of learning
- 2 Easter units of learning
- 4 six-week units of learning
- 4 two-week units of learning

K.S 2:

- 4 Christmas units of learning
- 4 Easter units of learning
- 6 six-week units of learning
- 8 two-week units of learning

Each unit addresses an aspect of Christian theology/philosophy/human/social science, addressing a core concept at an age appropriate level. The core concepts have been mapped out, using the same core concepts as identified in the Understanding Christianity Resource so as to offer schools a consistency in the theological language used, if they choose to use both resources.

Guiding principles behind the model map:

Careful consideration has been given to where units are taught within a key stage and across the primary age range.

- Core concepts are re-visited throughout the primary years, giving children the opportunity to build on prior knowledge, learn new knowledge and be given the opportunity to apply the knowledge to different contexts and material.
- The necessary prior knowledge required, in order to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.

Judaism:

K.S 1:

- 2 six-week units of learning

K.S 2:

- 1 six-week unit of learning

Islam/Hinduism/Sikhism/Buddhism:

2 six-week units have been written for each world faith. Within the units the following topics are explored:

- The main teachings and beliefs of the Faith
- Beliefs and practices and the impact they have on the life of the believer.
- How key festivals within the Faith are celebrated within the Faith community.

It is up to the school to map out in which year group each faith is taught.

K.S 1: Christianity, Judaism and one other faith to be taught.

K.S 2: Christianity, Judaism and all other faiths not addressed in K.S 1 to be taught.

Guiding principles behind the model map:

- Judaism and Islam are taught in K.S 1 and Year 3 providing all children with a firm foundation of the Abrahamic faiths.
- Islam and Hinduism are taught before Sikhism, providing children with the prior knowledge required to understand how Sikhism evolved and how Islam and Hinduism are viewed when looking through the lens of a believer from the Sikh faith.
- The necessary prior knowledge required, in order to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.

Thematic units:

Two thematic units have been written to be used in upper key stage 2. Teachers are encouraged to teach these units in such a way that allows room for children to apply their knowledge and understanding of all the religions and worldviews, to key concepts and to make connections within and across the Faiths.

- Understanding faith in.....
- Bridging unit to be taught in year 6: Who decides? (Version A or B)

4.2 Values

At St Barnabas and St Philip's our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our

world; how we should care for it for future generations, as well as our own.

Teachers will draw on links to religious beliefs, concepts and special words when delivering assemblies and teaching around values in order to help pupils better understand these values and make connections between what is important to them and to various people of faith.

4.3 Extra-curricular Activities

At St Barnabas and St Philip's, we are committed to providing relevant, hands on experiences which ignite children's thinking and which ignite their curiosity. We intend to provide more opportunities for pupils to experience religions they are less familiar with through invited visitors and trips to place of worship.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the LDBS Agreed Syllabus.

4.5 Contribution to other subjects and areas

History

Pupils will be exposed to ancient cultures and religions through their history topics as well as key historical events which affect modern day religious practices. For example, pupils in year 3 may discuss Henry VII's relationship with the church and the Catholic/Protestant divide whilst pupils in year 4 explore Pagan religions of the Vikings and Anglo Saxons and the effect of spreading Christianity at the time.

Speaking and Listening

Religious Education provides the perfect opportunity for pupils to present their thoughts to their peers through pair, group and whole class discussion. Teachers model their own thought processes and how to communicate these using useful stem sentences and promoting discussion with deeper questioning and allowing pupils to pose their own questions. Children also gain from hearing their peers share their experiences and views and learning to listen carefully and formulate a clear and respectful response.

Geography

Learning about other countries and cultures offers opportunities to explore prominent faiths of those countries too.

Art

Art lends itself naturally to self-expression, therefore pupils will be given opportunities to use different techniques and mediums to explore the larger questions of life.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Teachers will use summative and formative methods to assess whether children meet the below.

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for Religious Education. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Pupil premium
- RSHE policy