



St Faith's

Church of England
Infant and Nursery School

Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all." Aspire not to have more, but to be more." (Oscar Romero)

Curriculum Policy for Religious Education

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values (which essentially are Christian values) in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Religious Education** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Nature of subject

Religious Education (RE) is the teaching of the fundamental beliefs associated with the major religions of the world as well as some secular beliefs. The teaching of RE in schools is important because it helps pupils to gain a broader understanding of people's beliefs as well as improving their knowledge of global affairs. It also helps to promote a culture of tolerance and respect for others, as well as helping the individual to develop a sense of wellbeing through examination and evaluation of their own beliefs and values, therefore making the subject integral in contributing to a child's Spiritual, Moral, Social and Cultural (SMSC) development. It is an academic subject for all pupils regardless of their own family background, personal beliefs and practices.

Religious Education intent

At St Faith's, Religious Education aims to support every child to become 'religiously and ethically literate' in order to encourage global citizenship and social responsibility in a multi-cultural and pluralistic society. We also aim for each child to be able to explore and tackle the questions of meaning, purpose and value which arise from our shared human experiences, as well as show understanding and respect for members of the community whose beliefs may differ from their own.

Entitlement

In Key Stage 1, children are entitled to 36 hours of teaching a year in accordance with The Dearing Review (1996) which was endorsed by the Lincolnshire Agreed Syllabus in 2013 (revised 2018) and which forms the basis of our RE curriculum. RE curriculum time does not include collective worship.

In addition to the RE syllabus, the children in Foundation Stage 2 (Reception) learn about People and Communities as part of the Understanding the World strand from the Development Matters document. This entails looking at similarities and differences between people, traditions, families and celebrations.

Implementation of Religious Education

We aim to encourage our children to remember knowledge and build on their prior learning by ensuring we carefully consider how knowledge is sequenced. Teachers must understand what pupils must know and be able to do in each subject by the end of each academic year; they must recognise what has come before and what pupils will continue to learn in the next year. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. At the heart of RE in our church school is the teaching of Christianity, rooted in the person and work of Jesus Christ. Subsequently the majority of the RE teaching is focused on learning about Christianity, followed by Islam, in accordance with the Lincolnshire Agreed Syllabus. Consideration is also given to learning about faiths and beliefs represented within our St Faith's family.

Early Years

In the EYFS, RE is taught through the Understanding the World strand which focuses on children knowing about similarities and differences between themselves and others, as well as between families and communities. This is done through learning about the different customs, traditions, celebrations and cultures of people from a variety of different backgrounds.

From Reception onwards, RE is also taught as a discrete subject and follows the Lincolnshire Agreed Syllabus for RE. Units taught include 'My Friends', 'Special Times To Me' and 'Special People.' Units from the Understanding Christianity resource, which support the teaching of Christianity in schools from the early years onwards, are also used to teach the beginnings of Christian concepts such as 'incarnation', 'salvation' and 'creation'. Links are also made to other areas of the curriculum, for example PSHE and Geography.

Key Stage 1

The teaching of RE in our school is based upon the curriculum provided by the Lincolnshire Agreed Syllabus (updated 2018). In accordance with the Lincolnshire Agreed Syllabus, children are taught the following key areas in relation primarily to the study of Christianity but also to Islam:

- God: What do people believe about God?
- Being human: How does faith and belief affect the way people live their lives?
- Community, worship and celebration: How do people express their religion and beliefs?
- Life journey: rites of passage: How do people mark important events in life?

The school also closely follows the guidelines of the National Society's RE Statement of Entitlement and is in line with the Lincoln Diocesan ethos of excellence, exploration and encouragement.

The teaching of RE has a three-way approach. Children are taught:

- A) theology: this is knowledge-based and focuses on what beliefs are fundamental within each religion taught.
- B) social science: focusing on knowing what actions people take and how they live their lives because of their beliefs.
- C) philosophy: an opportunity to reflect and think about a more personal response to what has been taught as well as make links to beliefs and practices in other religions.

The teaching of Christianity, which forms the majority of RE teaching time, is taken from the Understanding Christianity resource, an in-depth scheme focusing on Christian belief (theology), how Christians live their lives in accordance with their beliefs (social science) and how this may connect to other religions or other aspects of life, such as British values, as well as encouraging children to reflect upon their own world views (philosophy). As a Church school, we provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. There is a clear expectation that as an inclusive community we encourage learning about other religions and world views (including secular views) whilst fostering respect for them.

Teachers use a knowledge-based approach that engages with sacred text and helps develop religious and theological literacy. Learners are provided with good support but are also encouraged to work independently with confidence when required. Learners also develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. They will also be encouraged to initiate their own learning, using and applying knowledge that they have acquired. The pitch and pace of lessons ensure that the children make good progress as teaching expectations are high. Over time, children are taught to recognize their attainment and the progress they have made through quality marking and feedback. They are given opportunities for learning about the major religions of the world and for personal reflection.

Impact of RE

Children will be 'religiously and ethically literate', i.e. they will have good knowledge and understanding of the beliefs and practices within Christianity and Islam, as well as a number of other world religions. Children will be able to articulate their knowledge and will be able to make connections between some of the core concepts of these religions. They will have an attitude of inclusion and tolerance towards all people, regardless of their beliefs. Children will understand that many core Christian values are also British values.

Children will gain a deeper understanding of themselves, others, the world and beyond.

Assessment

In this subject, we use three main types of assessment to help us to support all pupils in their achievement:

- **In school formative assessment** is our day-to-day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence, use of Tapestry or marking and is used to guide the teachers planning for the next lesson.

- **In school summative assessment** is usually carried out at the end of a topic or a term. This can be in the form of the above, or in the form of a quiz or an independent task or activity. It measures whether a child has achieved the nationally expected level for their age and indicates the children who have been assessed as 'more able' or needing the planning adapting for them due to not having achieved the expected level. This informs the class teacher and subject leader of the progress of the children in that subject within each year group.

- **Nationally standardised summative assessments** are carried out at statutory times. Religious Education is assessed as Understanding the World at the end of the Foundation Stage (Reception) for the EYFSP.

Monitoring and Evaluation

It is the job of the subject leader to ensure that there is progression across the school. The subject leader monitors the subject through observations and drop-ins, work scrutiny, planning scrutiny and pupil voice. The information gathered is fed back to all staff and relevant actions taken, if required.

Withdrawal

We note the rights of parents and carers to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open, creative, knowledge-based curriculum which can be taught to all pupils by all staff. There are no pupils withdrawn from RE at present.

Review

The headteacher and staff will regularly review this policy document. Any amendments will be presented to the governors for consideration at the next meeting after that date.

Signed (Subject Leader)	Sally A Frecklington
Review Date	January 2025