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) teaching is based on a worldviews approach, it encompasses both religious and non-religious perspectives. By following it, our children will develop knowledge, skills and understanding about religions and worldviews, enabling them to play a full part in our local and national community. This will enable them, over time, to navigate an increasingly complex world. 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 Aims

At St Faith's, our principal aim for Religious Education is to help pupils develop knowledge, insight, skills and understanding about a wide range of religions and worldviews, enabling them to play a full part in a diverse 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.

Our children will:

- develop thinking skills which enable them, over time, to navigate an increasingly complex world
- understand **how** as well as **what** to learn, through disciplinary and substantive knowledge
- understand that diversity exists between **and** within religions and worldviews
- know and understand about non-religious and secular perspectives

• reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations

• understand the impact different world religions have on peoples lived experiences

Entitlement

In Key Stage 1, children are entitled to 36 hours of teaching a year as endorsed by the Lincolnshire Agreed Syllabus in 2025. We follow the Lincolnshire agreed syllabus in RE. It reflects a worldviews approach which explores the ways in which people make sense of the world and the impact this has on their daily life. This is a change of direction, moving away from the traditional 'world religions' model towards an approach where religions are considered to the extent that they exemplify aspects of wider questions that are being explored. It avoids the trap of viewing everyone who belongs to a religion in the same way rather than exploring the diversity between AND within religions. In addition, this approach may neglect non-religious perspectives. The syllabus requires pupils to consider the key concepts underpinning religions and worldviews along with the lived experiences of people. Consideration is also given to learning about faiths and beliefs represented within our St Faith's family.

The progression of the curriculum structured around four key strands. These are based on common concepts to all religions and will inform the learning objectives, learning outcomes and assessment. The progressive strands are:

A – Belonging, identity and community

B – Beliefs, influences and values

C – Expression, experience and the sacred

D – Truth, interpretation and meaning

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 children 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 understanding in all areas of knowledge. The three main types of knowledge are:

1. Substantive knowledge

2. Disciplinary knowledge

3. Personal knowledge

Teaching must include all three types of knowledge, and these are clearly set out in the syllabus. Learning should be led by disciplinary knowledge, which allows the pupils to focus upon **how** they are going to learn. This then leads to the substantive knowledge that pupils need to know and understand, i.e. **what** they need to know. In practice, the two types of knowledge should be integrated, i.e. the 'what' should be taught alongside the 'how.' Personal knowledge allows pupils to reflect upon what they have learnt and focuses on the position taken by pupils in relation to a particular topic.

For further information about the types of knowledge see Appendix A.

RE in the Early Years

In the EYFS, RE is taught through the Understanding the World and PSE strands of the curriculum 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 'Which people, stories and events are special to me?', 'What do I know about Easter and Holi?' and 'Which people, stories and events are special to me?'

RE in Key Stage 1
The teaching of RE in our school is based upon the curriculum provided by the Lincolnshire Agreed Syllabus (updated 2025).

In Year 1 children will learn about different Abrahamic religions (Christianity, Islam and Judaism) whilst exploring these themes:

- What do stories from religious traditions teach about God? What can learn from other stories?
- How are stories and celebrations linked?
- What do creation stories teach people about God and human nature?
- What do people learn from stories and festivals?

In Year 2 children will learn about different religions (Christianity, One Abrahamic religion: Islam/Judaism and one Dharmic religion: Hinduism/Sikhism/Buddhism) whilst exploring these themes:

- What are sacred texts and why do they matter?
- What do we mean by religion and world views? What beliefs, values and practices are important in religions and world views?

Teachers use a knowledge-based approach that engages with sacred text and helps develop religious and theological literacy. 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. Alongside new learning and knowledge they are given many opportunities for personal reflection, considering what this means to them.
All children will develop 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 extend their spirituality by gaining a deeper understanding of themselves, others, the world and beyond.

Assessment
The Early Years Foundation stage statutory framework explains that Reception children will be assessed at the end of the year against the Early Learning Goals (ELGs). Teachers will use their judgement and knowledge gained across the year to decide if the child is meeting the expected levels of development or has not yet met the expected levels of development (if they are 'emerging'. RE has links to various elements of the ELG (Personal and Social Education / Communication and Language / Literacy) but has particular relevance in Understanding the World, subsection 'ELG: People, Culture and Communities,' where, children at the expected level of development will: '*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.'*

In this subject in both EYFS and KS1, we use two 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.

Formative and summative assessments are based on:
• the key questions at the beginning of each term or terms

• the learning outcomes set out in the unit plans, which are based on the progression strands
• outcomes evidenced through things such as interviews with pupils, scrutiny of pupils' work, double page end of unit summaries in books and assessment tasks.

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.

Right of withdrawal (as outlined within the agreed syllabus)

Parents/Carers - Parents/carers may withdraw their children from all or part of the RE curriculum [*Education Reform Act 1988, S2 (1)(a)*]. They do not have to provide a reason for this, and the school must comply with the request. It has a responsibility to supervise anyone who is withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching if this does not significantly impact on his/her attendance.

Teachers - Teachers may withdraw from the teaching of RE on the grounds of conscience unless they have been specifically employed to teach or manage the subject.

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.

This policy will be reviewed annually.

Policy written by	Lisa Kingston and Sally Frecklington
Signed (Subject Leader)	Sally Frecklington
Signed (Headteacher)	Amanda Konrath
Review Date	July 2027

Appendix A

As detailed in the Lincolnshire Agreed Syllabus for RE 2025.

Substantive knowledge
This is about establishing what must be taught, the building blocks of knowledge. In the syllabus layers of knowledge are built up and sequenced year on year so that progression can be seen in learning, held in place by the four main progression strands. When these connections are made, the curriculum makes sense. For example, when using a Bible narrative teachers must be clear about what the key concepts are and then decide what knowledge pupils need to make sense of that concept. 'Previous learning' included in each unit helps teachers to connect ideas and strengthen continuity and coherence.

Disciplinary knowledge
This is about the methods that establish the substantive facts. For example, pupils might read about aspects of different traditions but will deepen their understanding through first-hand experience, e.g. talking to members of the community. In this syllabus disciplinary knowledge is developed primarily through the lens of theology, philosophy and social science, but also includes other disciplines such as such as art, literature and music. These will need to be explained to pupils.
a) Theology: the study of people's beliefs. This includes exploring where beliefs come from, how they have changed over time, how beliefs connect with concepts within a RW and the different ways in which people engage with and interpret their RWs. Theologians often use hermeneutics to interpret sacred texts.
b) Philosophy: means 'the love of wisdom.' This is about what is known and how it is known. Philosophers ask questions about how people think and reason about the world. They might use methods such as thought experiments, philosophical enquiries, debates, critical thinking and reasoning processes.
c) Social Science: this is about the ways people live their lives, i.e. how people live and why they live in the ways that they do. Social scientists might use surveys, interviews, ethnographic studies and data analysis.
Disciplinary knowledge is about how pupils handle substantive knowledge appropriately, i.e. the methods and tools used. In practice, this means that they might:
• interview representatives of different religions and worldviews
• observe practices and ways of living, e.g. when visiting a place of worship
• read sources of wisdom and debate, appreciate or recognise claims to truth
• go beyond 'the facts' of religions and worldviews by exploring the emotional and sensory world of religion
• analyse data and statistics to find out about different communities locally, nationally and globally and understand how these are subject to change.

Personal Knowledge
This is about the ways in which pupils reflect upon and understand their own relationship to the subject matter and about raising self-awareness of the assumptions they make. It includes pupils' personal knowledge of their own position (positionality), and the way they learn to express this and recognise how theirs might differ from others. How do pupils relate what they are learning in RE to their own worldview? How do they analyse this? It is not appropriate to assess personal knowledge.