

Religious Education Policy

This policy outlines the purpose, nature and management of the Religious Education taught and learned in our school.

The school policy for Religious Education reflects the consensus of opinion of the whole teaching staff and advice from the Diocese. It has the full agreement of the governors. The Lincolnshire Agreed Syllabus was adopted in 2019.

The implementation of this policy is the responsibility of all teaching staff.

2. Lincolnshire Agreed Syllabus for Religious Education 2018-2023

This syllabus is consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act 1998, Schedule 19 which states that it must reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

3. Aims of RE

To ensure pupils are religiously literate and able to hold balanced and informed conversations about religion and beliefs.

3a. Good RE should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain and show respect and tolerance towards people of faiths different to their own (The 2011 census reported that the 3 main religions in England were Christianity, Islam and Hinduism)
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development

help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

- foster a realisation that many religions share common values

4. Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

4a Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.

4b Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.

4c Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.

4d Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.

4e Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

4f Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

5. Programmes of Study

5.a Early Years Foundation Stage

RE is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including those in the Reception Year.

5.a.i. The contribution of RE to the specific areas of the early learning goals.

Communication and language:

Listening, Attention and Understanding.

Children:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

Speaking:

Children:

- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

5.a.ii. Personal, social and emotional development (PSED)

Managing Self.

Children:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

5.a.iii. Literacy.

Comprehension.

Children:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

5.a.iv. Understanding the world.

Past and Present.

Children:

- Talk about the lives of the people around them and their roles in society.

People, Cultures and Communities.

Children:

- 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.

5.a.v. Expressive arts and design

Children:

- Make use of props and materials when role playing characters in narratives and stories.

5.b Key Stages 1 and 2

The programme of study for Key Stages 1-2 includes compulsory and additional units. The compulsory units are set out in the Agreed Syllabus. The compulsory units represent two thirds of RE curriculum time and the additional units represent one third of RE curriculum time.

5c. Christianity is compulsory at each Key Stage.

In addition:

- At Key Stage 1 pupils must study Islam
- At Key Stage 2 pupils must study Hinduism **and** Islam
- Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study.

- Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.

5d. East Wold and North Cockerington C of E Schools have decided to use the **Understanding Christianity** resource so, in line with the Agreed Syllabus, does not have to follow the Christianity elements of the compulsory units. However, the units from Understanding Christianity still cover the main elements of the key areas of enquiry listed in the Agreed Syllabus:

5e. Key areas of enquiry

- **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?

5f. These will be taught through the following topics:

Foundation Stage:

- Myself
- Special Times
- My Special Things
- Special People to Me
- My Special Times
- My Friends
- Our Special Books
- Our Special Places
- My Senses
- Our Beautiful World

Key Stage 1:

- Incarnation
- Creation
- God - Islam
- Salvation
- Community- Islam
- Being Human- Islam
- Life Journey -Islam

Key Stage 2:

- Incarnation
- Creation

- God- Hinduism and Islam
- Salvation
- People of God
- Salvation
- Community – Hinduism and Islam
- Life Journeys – Hinduism and Islam
- Hinduism – God and Community
- Being Human – Hinduism and Islam

5g. In addition to the compulsory units studied through Understanding Christianity at Key Stage 1, the children will also be taught about:

- Places of worship

At least two religions; at least one must be a religion/belief system other than Christianity/belief system other than Christianity and Islam.

Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible.

- Thankfulness

At least two religions; at least one must be a religion/belief system other than Christianity and Islam.

Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi.

- Big Questions (North Cockerington School only)

At least two religions; at least one must be a religion/belief system other than Christianity and Islam.

What does it mean to live a good life?

- Additional in-depth study of Judaism (North Cockerington School only)

Exploring the key beliefs in Judaism eg belief in one God, belief that Jewish people are God's chosen people. Study of key artefacts.

5h. In addition to the compulsory units studied through Understanding Christianity at

Key Stage 2, the children will also be taught about:

- Forgiveness

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter.

- Expressing belief through the arts

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.

- Big Questions

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc.

- Pilgrimage

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of pilgrimage.

- Unit designed by the school - Do you have to believe in God to be good?

An opportunity to study Humanism and Atheism and study issues of social justice.

6. Curriculum Time

The time allocated for R.E. is in accordance with the Lincolnshire Agreed Syllabus:

KS1 – 36 hours per year

KS2 – 45 hours per year

This may be taught in blocks of time. This is decided by the class teacher.

7. Withdrawal from RE lessons

Parents/carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. The school has a responsibility to supervise any pupils who are withdrawn from RE but it 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 by the school or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.

East Wold C of E Primary School's Reserved Teacher is Liz Gardner-Clark.
North Cockerington C of E Primary School's Reserved Teacher is Imogen Plaskitt.

Date for Review: September 2025

East Wold C of E Primary RE Curriculum from 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1 A	LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i>	LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i> UC Incarnation F2 Why do Christians Perform Nativity Plays at Christmas? (Core)	LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i> LAS KS1 Compulsory God – Christianity [E.g. What do Christians learn and understand about God through OT Bible stories? What do stories in the NT tell Christians about Jesus?]		LAS EYFS Unit Our special places <i>[Introduce places of worship, e.g. church, mosque]</i> LAS KS1 Additional Places of worship (including Christianity) <i>[Must include at least one religion/worldview other than Christianity and Islam – focus on different kinds of churches and the synagogue]</i>	
R/1 B	LAS EYFS Unit My friends <i>[Introduce the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions]</i>	LAS EYFS Unit Special times for me and others <i>[Introduce the idea of special times that bring people together as a community, e.g. religious festivals]</i> UC Salvation F3 Why do Christians put a Cross in an Easter Garden? (Core) LAS KS1 Compulsory Community – Christianity [E.g. What do Christians do to express their beliefs? Which celebrations are important to Christians?]	LAS EYFS Unit My senses <i>[Introduce the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc.]</i>	LAS EYFS Unit Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, <u>subha</u> beads, prayer mat, etc.]</i> LAS KS1 Additional In-depth study of another religion: Judaism <i>[Explore key beliefs in Judaism, e.g. belief in one God, belief that Jewish people are God's chosen people,</i>	LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism studied in previous term]</i> UC Creation F1 Why is the word 'God' so important to Christians? (Core)	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					<i>through exploring key artefacts]</i>	
1/2 A	UC God 1.1 What do Christians Believe God is <u>Like?</u> (Core)	UC Creation 1.2 Who Made the World? (Core)	LAS KS1 Compulsory God – Islam [E.g. How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	LAS KS1 Compulsory Community – Islam [E.g. What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	LAS KS1 Additional Places of worship (including Christianity) [Must include at least one religion/worldview other than Christianity and Islam; introduce different places of worship than those studied in R/1 Year A or revisit them in more depth.]	
1/2 B	LAS KS1 Compulsory Being Human – Islam [E.g. What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]	LAS KS1 Compulsory Life Journey – Islam [E.g. What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]	LAS KS1 Additional Thankfulness (including Christianity) [Must include at least one religion/worldview other than Christianity and Islam E.g. harvest in Christianity, Sukkot in Judaism, <u>Holi</u> in Hinduism...]		UC Salvation 1.5 Why Does Easter Matter to Christians? (Core) [The Easter story as one example of what Christians are thankful for. Different ways and spaces in which Easter is celebrated around the world]	UC Incarnation 1.2 Why does Christians Matter to Christians? (Core) [Finding out more about Jesus and why he is important to Christians]
3/4 A	LAS Compulsory God – Hinduism/Islam		God/Incarnation UC 2a.3 (core and digging deeper)		Salvation UC 2a.5 (core)	LAS Additional

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	<i>[Hinduism: How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i> <i>Islam: What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i>		What is the Trinity?		Why do Christians call the day Jesus died 'Good Friday'?	Big Questions (including Christianity) [What does it mean to live a good life?]
3/4 B	LAS Additional Big Questions (including Christianity) [Why do we celebrate?]	LAS Compulsory Community – Hinduism/Islam [Hinduism: How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? <i>Islam: How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>		Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (including Christianity) [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]	
5/6 A	LAS Compulsory Being Human – Hinduism/Islam [Hinduism: How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? <i>Islam: What does the Qur'an teach Muslims about how they should treat others? How</i>		Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [How do Christians behave/act	Incarnation UC 2b.4 (core) Was Jesus the Messiah? [Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]	LAS Additional Expressing Beliefs through the Arts (including Christianity) [Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>		<i>because of their beliefs about Jesus and the resurrection?]</i>			
5/6 B	God UC 2b.1 (core) What does it mean if God is loving and holy?	LAS Additional Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? [Opportunity to study Humanism/atheism and explore e.g. issues of social justice]	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	LAS Compulsory Life Journey – Hinduism/Islam <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i>	

Consider delivering LAS units through the structure of *Believing*, *Thinking* and *Living*. This will help provide consistency for monitoring progress and standards.

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4/5/6 A	LAS Additional Big Questions (including Christianity) [Why do we celebrate?]	LAS Compulsory Community – Hinduism/Islam <i>[Hinduism: How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</i> <i>Islam: How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>		Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (including Christianity) [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]	
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