



# St Paul's Church of England Primary School

## Religious Education Policy

**Adopted by:** Curriculum and Achievement Committee

**On:** 3<sup>rd</sup> November 2021

**Date reviewed:** Autumn 2024

### **'Caring for All ... Growing with God'**

#### **Statement of Intent:**

At St Paul's CE Primary School, we believe that children should be encouraged to develop their beliefs, values and attitudes within the Christian community of our school. Our school aims to serve the whole community within the local area, welcoming children of all races from church going and other family backgrounds and faiths. We work closely with St Paul's Church to enable the children to develop their spirituality.

We believe that Religious Education makes a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values.

#### **Legal Requirements:**

The Education Reform Act (1988) requires that Religious Education be taught to all registered pupils, including those pupils in Reception who are under five years old. The Education Reform Act requires the Religious Education syllabus to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain.

We firmly believe that Religious Education is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We encourage parents to contact the Head Teacher if they have any concerns about RE provision and practice at the school.

#### **Aims:**

The purpose of Religious Education is to enable pupils to understand the nature of religion and to explore the fundamental questions raised through life experience. At St Paul's CE Primary School, we aim to provide opportunities, which will help children:

- Develop their knowledge and understanding of, and their ability to, respond to Christianity and other major world religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions' beliefs, values and traditions.

- Learn about religious and ethical teaching, empowering them to make reasoned judgments on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a multi-faith society.
- Stimulate challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Encourage pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society with the aim that it develops empathy, generosity and compassion.
- Develop a sense of Awe, Wonder and Mystery.

### **The Religious Education Curriculum:**

In September 2016 the School, in discussion with the Board of Governors, adopted the London Diocesan Board for Schools updated Scheme of Work.

In accordance with the Scheme of Work, and the legal requirements for the teaching of RE, pupils are taught:

- Foundation Stage – 6 Christianity units and important world faith festivals such as Diwali.
- Key Stage One – 6 Christianity units with 2 units on Judaism and Islam (1 unit on Judaism and 1 unit on Islam per year group)
- Key Stage Two – 6 Christianity units with 2 units on another world religion (Year 3- Hinduism and Sikhism; Year 4- Buddhism and Sikhism; Year 5- Hinduism and Buddhism; Year 6- Judaism.)
- In the Summer Term Year 6 also participate in a transition-based unit aimed to prepare them for their move to Secondary School and into the wider world.

In each year group, pupils will explore key Christian festivals such as Christmas and Easter, focusing on specific key questions, which are linked to elements of the Bible stories; people's beliefs and religious practice. These units increase in complexity as the pupils mature and move through the school.

In the Spring Term the whole school participates in St Paul's Week when the children are taught about and investigate the life of St Paul.

A whole school overview of the units of work can be found in the appendix of this policy and on the school's website, as well as the school's Google Drive: Curriculum > Planning Documents > Religious Education

Long, medium and weekly plans for each year group can also be found on the school's Google Drive.

Each year group has an identified RE lesson, which is in line with statutory expectations.

- Foundation Stage & Key Stage One – 1 hour of RE teaching per week
- Key Stage Two – 1 hour and 20 minutes of RE per week

### **Planning and Practice:**

At St Paul's we believe that RE holds the same significance as the core subjects and should be taught by the Class Teacher, unless agreed with SLT.

At St Paul's we plan in three ways:

- The Whole School Overview and Long-Term Grids for each year group are developed from the LDBS Scheme of Work by the RE Subject Leaders.
- Medium Term Plans include details of the key question for the unit; details of the main teaching points and a selection of activities, which the teacher can choose from to develop the children's learning and understanding.
- Weekly planning, completed by the class teachers in each year group; this identifies further information about the main teaching input and an outline of independent tasks, with differentiation and resources clearly identified.

During RE lessons pupils will experience a wide variety of teaching and learning experiences appropriate to the key question and unit of study. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher
- Reading of texts
- Seeking information for themselves both in school and at home
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, artwork, photographs, music and drama
- Visits and visitors

Regular opportunities are provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Children record their learning in their RE books. Both RE and RSHE are recorded in these books. These books are orange and are found in the stock cupboards on both sites. Children are encouraged to write neatly in their books, following the school's presentation expectations. Children who have a pen licence may write in pen.

Any other evidence from more practical lessons, such as photographs or artwork, are often shared on the school website or in an evidence folder on the Google Drive. Some work may also be used to form part of a classroom or school display.

There is a range of resources available for teachers to use to support their teaching, including artefacts and religious books. These resources are located in the cupboard in the corridor next to the Willow Room on the St Paul's Site.

### **Assessment:**

In accordance with the statutory guidance we use the 'I can' Assessment levels, which assess the children's learning about religion (AT1) and their learning from religion (AT2). Equal importance is placed on both strands and teachers will plan regular opportunities for the children to demonstrate their understanding and knowledge.

The school has developed an assessment record which teachers complete four times a year to show the progress and attainment of their classes. These assessments documents are monitored by the RE Lead and SLT.

Teachers mark the children's books in accordance with the school's marking policy. They use a variety of marking strategies including:

- Moving on comments and targets
- Questions which extend the children's thinking
- Stamps
- Verbal feedback
- Peer marking
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Children are encouraged to respond to the teacher's marking.

### **Monitoring:**

The RE Lead, along with SLT and Curriculum Teams, plans regular opportunities to monitor standards in RE using a number of tasks including:

- Scrutiny of exercise books
- Learning walks
- Observations of teaching
- Pupil voice surveys
- Monitoring of displays
- Data analysis

The RE Subject Leaders keep up to date with current developments in RE by attending relevant courses and meetings and is responsible for leading INSET for all staff. The Subject Leaders also attend relevant training courses as well as RE Network Meetings with colleagues from other schools within the Diocese.

## Appendix 1: Whole School Curriculum Overview

### EYFS Overview:

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Nursery	<b><u>Settling into school and the Stories Jesus Told</u></b> What it means to come together to celebrate God at St Paul's? Begin to learn a selection of songs, stories and prayers The Stories Jesus Told by Mick Inkpen	<b><u>The Stories Jesus Told and Christmas</u></b> The Stories Jesus Told by Mick Inkpen Learning about religious festivals and traditions including Diwali, Eid and Passover Christmas traditions and their family customs	<b><u>Spreading God's Message</u></b> Epiphany The Good Stranger Offerings in church The work of charities who care for others and share God's work	<b><u>Music in the Church</u></b> How music is used in churches around the world Explore what songs mean to ourselves and others Give thanks to God through song	<b><u>The Importance of Prayer</u></b> What is prayer? Why we pray? Creating own prayers What is our School prayer? What is the Lord's Prayer about?	<b><u>Old Testament Heroes</u></b> What makes these figures heroes? <b>David:</b> Small but mighty. <b>Samuel:</b> God talks to us. <b>Shadrach, Meshach, and Abednego:</b> God looks after those that trust him. <b>Esther:</b> Be Brave. <b>Ruth:</b> Love Well. <b>Noah:</b> God Saves.
Reception	<b><u>Who made the wonderful world?</u></b> <b>Creation</b> Giving thanks Vulnerability The story of Creation Celebration of Harvest What it means to be precious to God	<b><u>Why is Christmas special for Christians?</u></b> <b>Incarnation</b> The meaning of the birth of Christ. The emotions of the characters in the story. The meaning of Christmas for Christians	<b><u>Why do Christians believe Jesus is special?</u></b> <b>Incarnation</b> What it means to love. The identity of Jesus The Lost Sheep Story of the feeding of the 5000	<b><u>What is so special about Easter?</u></b> <b>Salvation</b> The events of Holy Week, as celebrated by Christians. The meaning of the cross and resurrection.	<b><u>How did Jesus rescue people?</u></b> <b>Salvation</b> Retelling of 6 Biblical stories: Jesus calms the storm, Zacchaeus, The centurion's servant, 10 Lepers, healing of the blind beggar, the catching of the fish	<b><u>Who cares for this special world and why?</u></b> <b>Creation</b> <b>Stewardship</b> How to look after something that you are borrowing from God. How to care for the environment

	Autumn Term One Christianity	Autumn Term Two Christianity	Spring Term One World Faith	Spring Term Two Christianity	Summer Term One World Faith	Summer Term Two Christianity
Year 1	<b><u>What responsibility has God given people about taking care of Christianity?</u></b> (6 sessions) <b>Creation:</b> Creation refers to humans, animals and the natural world. To identify how to be good stewards. What does it mean to be made in God's image?	<b><u>What is the story of Noah really about?</u></b> (2 sessions) God's people Promise, fall, hope, sin, punishment, salvation and restoration <b><u>Why is each person important in the Nativity story?</u></b> (4 sessions) <b>Incarnation</b> What Christians believe about the Nativity The importance of the Characters: who they were, and how they impacted on the lives of others.	<b><u>What is it like to live as a Jewish person?</u></b> (6 sessions) The meaning of some Jewish symbols – star of David. The importance of the Torah. The importance of Shabbat. The importance of the synagogue (Book a visit) How do Jews worship?	<b><u>Why are Saints important to Christians?</u></b> (2 sessions) What are the qualities that make a saint? The meaning of All Saints Day. <b><u>Why is Easter the most important festival for Christians?</u></b> (4 sessions) <b>Salvation</b> The events of the Easter story, as told in the Bible. The meaning of Palm Sunday, The Last Supper and Good Friday, Jesus' death and resurrection	<b><u>What does it mean to be a Muslim?</u></b> (6 sessions) The meaning of prophet Sacred texts Places of worship The importance of Muhammad (pbuh.) The importance of the Qur'an and how it is treated by Muslims. What do the stories teach about Muslim beliefs and Islamic practices? (including prayer, birth rites and Islamic art)	<b><u>Why is it Good To Listen To And Remember The Stories Jesus Told?</u></b> (6 sessions) <b>Gospel</b> Why Christians believe stories Jesus told are important; selection of different parables – what they teach about life and about the nature of God.
Year 2	<b><u>What does the Lord's Prayer mean?</u></b> (6 sessions) The importance of prayer to Christians, and this particular prayer. The meaning of each phrase in the Lord's Prayer: God the "father" as loving and caring figure; trust in God for providing daily needs; forgiveness; temptation; praise	<b><u>What Are The God's Rule For Living?</u></b> (2 sessions) <b>God's people</b> The meaning of the ten commandments Where do our rules for living come from? <b><u>How does the symbol of light help us to understand the meaning of Christmas for Christians?</u></b> (4 sessions) <b>Incarnation</b> <b>Symbolism of light</b> Christians' understanding	<b><u>Why are they having a party? (Judaism)</u></b> (6 sessions) What are the key festivals which are important to Jewish people? How are they celebrated with reference to specific symbols? How are these festivals similar to other festivals, both in Judaism and in other faiths? How do these festivals help the Jewish people remember their history?	<b><u>Who is the Saint of our School?</u></b> (2 sessions) What is a Saint? What is the history/story/tradition that surrounds our school saint? <b><u>How do the symbols of Easter help us to understand the meaning of Easter for Christians?</u></b> (4 sessions) <b>Salvation</b> What is a symbol? Why are symbols important?	<b><u>What Is The Best Way For A Muslim To Show Commitment To God (Allah)?</u></b> (6 sessions) <b>Commitment</b> Lives and practices What is the importance of the following: The Shahadah: Call to faith Salah: The role prayer plays in a Muslim's life Zakat: Giving to charity	<b><u>Why Do Christians Make And Keep Promises Before God?</u></b> (6 sessions) <b>Belonging</b> <b>Commitment</b> The meaning of commitment/making promises. What does it mean to belong to the Christian faith? The meaning of baptism and marriage

		of Jesus as light of the world The meaning of the Christingle		Retelling the Easter story with particular focus on The Last Supper and the Crucifixion. The meaning behind the symbols of the cross. Understand the importance of the bread and wine shared at the Last Supper.		
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LKS2	Autumn Term One Christianity	Autumn Term Two Christianity	Spring Term One World Faith	Spring Term Two Christianity	Summer Term One World Faith	Summer Term Two Christianity
Year 3	<p><b><u>What Is The Bible's 'Big Story'?</u></b> (Explored through 8 concepts of the Bible) (6 sessions)</p> <p><b>God's people</b> Understand and explain how the Bible influences the lives of Christians today. Recall and explore how characters in the Bible showed their faith.</p> <p><b>God's plan</b> Understanding of the Bible as the source of authority for Christians. To know the background and context to the Bible. To understand some of the core concepts of the Bible including Salvation, the Gospel, the Kingdom of God and People of God.</p>	<p><b><u>Wisdom</u></b> (2 sessions) What does wisdom mean? Why is having wisdom important? What can wisdom offer you and from where does it come from?</p> <p><b><u>How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas?</u></b> (4 sessions)</p> <p><b>Incarnation</b> <b>Prophecy</b> Advent as a time of preparation for Christians, Epiphany showing the true impact of Jesus' birth for Christians How the Christian community can show the 'true meaning of Christmas'</p>	<p><b><u>What do Sikhs believe?</u></b> (6 sessions) Belief Belonging Commitment Practices What are the basic beliefs and practices of the Sikh faith?</p>	<p><b><u>How Do Christians Believe Following Jesus' New Commandment And His 2 Greatest Commandments</u></b> <b><u>Make A Difference?</u></b> (2 sessions) How can we relate Jesus' teaching to our own questions of values and attitudes?</p> <p><b><u>Who is the most important person in the Easter story?</u></b> (4 sessions)</p> <p><b>Salvation</b> The role of different people within the Easter narrative (Judas, Peter, Mary Magdalene and the women at the Crucifixion). How to respond to a moral dilemma. To understand what it means to betray or deny someone who is different.</p>	<p><b><u>What is the importance of symbols, beliefs and teaching in Hinduism?</u></b> (6 sessions) Belief Worship Religious practices What does it mean for a Hindu to believe in God? What is the meaning behind the festival Diwali? What is the meaning behind the festival Holi? To know the sacred books and their significance to the Faith.</p>	<p><b><u>Who is Jesus?</u></b> (6 sessions) <b>Incarnation</b> <b>Gospel</b> Jesus made statements about himself, describing himself through symbolism About the 7 "I Am" statements of Jesus and their meanings to Christians</p>
Year 4	<p><b><u>How Did Belief In God Affect The Action of People From The Old Testament?</u></b> (6 sessions)</p> <p><b>God's people</b> <b>God's plan</b> What does it mean to have faith? What can we learn from the stories of Abraham, Moses, David, Ruth and Solomon about following</p>	<p><b><u>Should every Christian go on a pilgrimage?</u></b> (2 sessions) What is a pilgrimage? What is the difference between sacred and special?</p> <p><b><u>What do Christians mean by peace at Christmas?</u></b> (4 sessions)</p> <p><b>Incarnation</b></p>	<p><b><u>What is Buddhism?</u></b> (6 sessions) Enlightenment Faith Teachings of Buddha Community Who is Siddhartha and what are the circumstances that led to him becoming Buddha and achieving enlightenment?</p>	<p><b><u>Do Fame And Christian Faith Go Together?</u></b> (2 weeks) What are the key values that Christian people hold? Is possible to be a Christian and famous or is there a conflict in the value system?</p> <p><b><u>What is Holy Communion and how does it build a Christian community?</u></b> (4 sessions)</p>	<p><b><u>What does it mean to be a Sikh?</u></b> (6 sessions) Belief What is the role of the Gurdwara in the Sikh community? What are the key teaching of the Sikh faith? What does it mean to belong to a community?</p>	<p><b><u>Liturgy</u></b> (6 sessions) The meaning of the liturgy Different styles of liturgy The meaning of the sacrament Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy</p>
	<p>God's call? How do people determine what God is calling them to do?</p>	<p>What is peace? How do we find peace within ourselves? What does the Bible tell us about peace?</p>		<p><b>Salvation</b> What did Jesus say about Communion at the Last Supper? How and why Christians share in the Body and Blood of Jesus at Church.</p>		



UKS2	Autumn Term One Christianity	Autumn Term Two Christianity	Spring Term One World Faith	Spring Term Two Christianity	Summer Term One World Faith	Summer Term Two Christianity
Year 5	<p><b><u>How has the Christian message survived for over 2000 years?</u></b> (6 sessions)</p> <p><b>The Kingdom of God</b> What does it mean to spread a message? What 'ingredients' are required for a message to have longevity? What does it mean to be persecuted and how might this prevent a message from being shared? How was the message shared following the ascension of Jesus?</p>	<p><b><u>What are the Beatitudes and what do they mean to Christians?</u></b> (2 sessions) What do the Beatitudes mean? What do the Beatitudes mean for Christians?</p> <p><b><u>How do art and music convey Christmas?</u></b> (4 sessions)</p> <p><b>Incarnation</b> Exploration of images of Jesus from birth to the cross Representation of Christmas through art and Christmas carols.</p>	<p><b><u>What does it mean to be a Hindu?</u></b> (6 sessions) What are the key beliefs of Hinduism and how are these applied to daily life for some Hindus? What are the key practices and how do the values and ideals influence and underpin behaviour and attitude?</p>	<p><b><u>What do Monastic traditions show us about living in a community?</u></b> (2 sessions) What does it mean to live as a committed Christian? What is our understanding of monastic living?</p> <p><b><u>What happens in Church during Lent, Holy Week and Easter Sunday?</u></b> (4 sessions)</p> <p><b>Salvation &amp; Repentance</b> Holy week services and rituals will be the main focus of this unit: Ash Wednesday, Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday and Easter Sunday. Discuss why rituals on these days might be important to Christians.</p>	<p><b><u>What does it mean to be a Buddhist?</u></b> (6 sessions) How do Buddhists live their lives through their faith? How are the teachings of Buddhism arranged through the eight-fold path, four noble truths, symbols and five precepts? To have an understanding of The Sangha (Buddhist community)</p>	<p><b><u>What do the miracles tell us about Jesus?</u></b> (6 sessions)</p> <p><b>Gospel</b> What constitutes a miracle? The miracles Jesus performed and what it tells Christians about Him The importance of faith Comparing and identifying similarities and differences between faiths Exploring many of Jesus' miracles and suggesting how they might impact a Christian's life and faith</p>
Year 6	<p><b><u>What might the journey of life and death look like from a Christian perspective?</u></b> (6 sessions)</p> <p><b>Death</b> <b>Eternal life</b> Investigating beliefs about life and life after death. Encouraging pupils to reflect on and express their hopes for the future. Share their feelings of loss caused by separation Learn about how faith can provide believers with answers to life's most</p>	<p><b><u>Remembrance</u></b> (2 sessions) What does it mean to remember and why is it important to remember and not to forget? How does remembering help the cause of peace?</p> <p><b><u>How would Christians advertise Christmas to show what Christmas really means today?</u></b> (4 sessions)</p> <p><b>Incarnation</b> How the meaning of Christmas is shown in secular advertising, the</p>	<p><b><u>What does it mean to be Jewish?</u></b> (6 sessions) What is a promise/covenant? What is significance of the Shema? (Affirmation of the Jewish Faith) What is the significance of the Pesach? What is the importance to the seder meal? What is the root and significance of the ten commandments to Jewish people?</p>	<p><b><u>The contemporary Anglican church</u></b> (2 sessions) Kingdom of God What does it mean to worship? To understand that Anglican worship is broad</p> <p><b><u>How does the Christian festival of Easter offer hope?</u></b> (4 sessions)</p> <p><b>God's plan of salvation</b> How does the Christian festival of Easter offer hope?</p>	<p><b><u>Understanding Faith in Brentford and London</u></b> (6 sessions) What can we discover about the faiths and beliefs in our class and school? What can we discover about the faiths and beliefs in the local community and your borough? How have faith and belief communities in your borough changed over the past 50 years?</p>	<p><b><u>Who Decides?</u></b> (Version A) The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Rules in religions and other sources of authority. Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam</p>
	challenging and ultimate questions	Biblical narrative and in the life of the church. Explore and discuss how Christians might respond to different Christian adverts.		Exploration of the Easter narrative using the stations of the cross to help gain an insight into the narrative.		