

# St Mary's Church of England Primary School and Little Oaks Nursery



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Together

## Religious Education

Status	NON-STATUTORY
Responsible Person	Mrs Tracy Gill
Responsible Governor	Rev'd Suse Osmond
Ratified by Headteacher	Mrs Morwenna Dunstan
Date approved by the GB	November 2024
Review Period	Bi-annually
Review Date	November 2026

*"You are the light of the world... let your light shine." Matthew 5:14*

## **ST. MARY'S CEVC PRIMARY SCHOOL**

### **RELIGIOUS EDUCATION POLICY**

#### **INTRODUCTION**

This policy should be taken and used as part of St. Mary's Church of England Voluntary Controlled Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

At St. Mary's, we believe that communication is a basic human right and underpins a child's learning. We use a wide range of communication tools including speech, facial expressions, objects of reference, photographs, signing and symbols to ensure that all children are given an inclusive and consistent approach to their learning.

The policy is consistent with the main aims of the school as expressed in our Parent Information Booklet and Vision, and has been adopted by the Governing Board, in consultation with the Head teacher and teaching staff.

#### **RATIONALE**

Religious Education provides opportunities for developing and enhancing spiritual, moral, cultural and social growth through exploring traditional belief systems, shared human experience and individual patterns of belief.

Our school's teaching of Religious Education will reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of other principal religions represented in Great Britain and around the World.

#### **PRAYER AND REFLECTION**

Our daily prayers in Collective Worship (whether this takes place in the hall or led by a class teacher) enable us to reflect upon the strength of our school community and provide an opportunity to look beyond it. Our prayer tree demonstrates the children's broad and balanced view and their flourishing spiritual, moral, social and cultural development at St. Mary's School. Each class has a Reflection Area and this enables pupils and staff to consider some of the 'Big Questions' relating to belief and our understanding of the world.

At St. Mary's School, we use The Lord's Prayer or other prayers written by children or adults, to end Collective Worships. We also say a prayer at the end of the day.

#### **AIMS**

Our principal aim is to educate and in this, we are aiming to promote 'Golden Values'. Our 12 Golden

Values are:

Generosity	Thankfulness
Compassion	Trust
Courage	Perseverance
Forgiveness	Justice
Friendship	Service
Respect	Truthfulness

We seek to provide a caring and supportive school community; one that upholds our values and those values shared by St. Mary's Church. This encourages good working relationships and

mutual respect. We take responsibility for preparing our pupils for the world beyond our school and as such all staff and governors take this responsibility seriously.

We encourage children from our school to have a strong Christian ethos, giving them the idea behind faith amongst both Christians and those of other faiths. They begin to know about the importance of religion in the development of literature, art and music. In addition, they are taught to have a respect for the past and an optimistic view of the part they can play living and working alongside other people in the world at large. They are given the opportunity to find solace, peace, joy and love in the world around them and we hope they are inspired to understand the importance of doing the right thing when faced with difficult choices.

Within the legal framework, the aims of our Primary School are to provide the best possible education for each child within the context of a Christian community, which is both a worshipping and a learning community. Our RE learning is taken from AMV (Awareness Mystery and Value 2019), which is the agreed syllabus for Somerset and we use elements of Understanding Christianity.

Somerset SACRE provides the legal framework for the teaching of R.E. at our school:

## **PRINCIPLES OF TEACHING AND LEARNING**

### ***Differentiation and Special Needs***

"Every child is made in the image of God whatever their needs or difficulties."

Religious Education in our school is developed through a variety of differentiated activities, directed to engage those of different abilities and backgrounds. A variety of approaches will be used which will include, for example, story, discussion, music, art, writing, drama and exploring the natural world. Guidance on appropriate teaching for different kinds of learning difficulty and for 'gifted and talented' pupils and for pupils from all religious and cultural backgrounds has been taken from AMV.

### ***Variety***

Religious Education, by its special nature, can be explored through a wide variety of approaches. For example, investigating stories, texts from sacred writings, a visit to a local church or religious building, looking at photographs and pictures or touching artefacts. Celebrating festivals or traditional events linked with the Church year leads to exploration through art, music, writing, poetry, drama and simulation and will include opportunities to question, reflect and discuss. Inviting visitors to school enhances our understanding of the lives of others through the sharing of their experiences.

Teaching styles vary from whole class to group or individual work.

### ***Time Allocation***

We follow the time allocations for Religious Education:

- EYFS provision is continual through stories and songs, and also using resources from Understanding Christianity
- Key Stage 1: We aim for 1 hour per week / 38 hours per year
- Key Stage 2: We aim for 1 hour & 15 minutes per week / 47.5 hours per year

### ***Breadth and Balance***

The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions represented in Britain – (ref: Awareness, Mystery and Value).

### ***Relevance***

Religious Education can be made relevant by beginning with the pupil's own experience. Visits can be made to places of religious significance and visitors from the community invited into school (Vicar).

## **CROSS-CURRICULAR SKILLS AND THEMES**

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It makes a clear contribution to Personal & Social Education and often provides a focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

Religious Education can provide a structure within which pupils can explore concepts, values and attitudes, both personally and within society.

## **CURRICULUM DESIGN**

As a Church school, we follow Somerset SACRE, the locally agreed syllabus - Awareness, Mystery and Value (AMV) 2019. We also use Understanding Christianity. Our Medium Term Plans (appendix 1) reflect AMV resources for the teaching of other faiths.

In Foundation Stage, Key Stage 1 and Key Stage 2, Religious Education will be planned through programmes of study in Awareness, Mystery and Value (AMV); when appropriate, teachers will adapt the programmes to reflect the needs of the children they are teaching. Explicit teaching will be required for themes from the Bible, festivals and customs both from our culture and others, the church and life stories.

Christianity is the key area of Religious Education explored in our school. The teaching of other faiths, which include Judaism, Islam, and Hinduism, are explored through festivals, sacred writings, use of artefacts, drama and simulation, and these are part of our medium term plan for Religious Education.

Each child's own physical and mental health is a key consideration in our teaching and R.E. offers reflection time for children. This may be outside in our wonderful local environment, or in our classrooms sharing our thoughts in a circle time. Kindness, respect and forgiveness need to be felt to be taught well and thus passed on as life-long values to benefit our lives and the lives of others.

Through the teaching of R.E and PSHE, the children will be helped to think about:

- a) Beliefs, including religious beliefs
- b) The things people, including religious people, say and do
- c) Ways of expressing ideas, including examples of religious expression
- d) Their experiences and their identity
- e) The wonders and mysteries of life
- f) Helpfulness and selfishness

## **CONTINUITY AND PROGRESSION**

In accordance with the Somerset Agreed Syllabus for Religious Education and the Diocese document, skills, knowledge, attitudes and key concepts, as defined in the implicit and explicit areas of Religious Education, will be identified, consolidated and developed.

At Key Stage 1, children will study aspects of Christianity with one other faith, and at Key Stage 2, Christianity and three other faiths.

The exploration of personal experiences through reflection and enquiry will be fundamental to learning at Foundation Stage, Key Stage 1 and Key Stage 2. As children move through the school, they will be given the opportunity to develop a greater understanding of broader religious issues, beliefs and practices.

## **ASSESSMENT, RECORDING AND REPORTING**

Opportunities for assessment are identified through planning schemes of work and will be a continuing, integral part of learning. Each class holds a 'class book or floor book', which documents learning in class not done in individual exercise books. This already informs our teaching and learning as well as helping us to develop our work further. Book scrutiny and class displays also help us to maintain a high profile for the teaching and learning of R.E. both within lessons and in our day-to-day experiences. A beginning of unit task will be completed to find out what the children already know. This is followed up by mini/quick assessments throughout, and then an end of unit task to identify what learning has taken place. Teachers assess whether children are on track after a unit of work, adding comments if a child does not meet expectation. This is input on INSIGHT. Using the AMV framework and our Christian values mainly taught through 'Roots and Fruits' enables us to meet the AMV 2019 assessment requirements.

**RIGHT OF WITHDRAWAL** – *DfES 1/94* – Nothing in the Education Act 1993 affects parents' rights, as established in the 1944 Act and re-enacted in the 1988 Act, to withdraw their children from RE if they wish. To summarise: If the parents ask that a pupil be wholly or partly excused from attending any RE at the school, then the school must comply.

See the response of SACRE to the Right of Withdrawal below:

'Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive (Section 71(3) of the School Standards and Framework Act 1998). This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period to allow them to attend this external RE.'

Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

## **RESOURCES AND PLANNING**

Religious Education will be funded within the school budget plan. Annual meetings will review the needs of Religious Education, and inform an action plan.

When funds become available, a range of religious artefacts, music, photographs and posters are purchased and held centrally. The artefacts cover the main religions: Christianity, Judaism, Islam and Hinduism. Also, resources may be borrowed from the Diocese.

Whole school meetings may be held to review the needs of Religious Education. Children in Years 2-6, are each given their own bible. (These have been sponsored by our school Parents and Family Association.)

Due to the location of our church, we are unable to visit on a weekly basis. Each class is expected to visit the church once a year, whether for a celebration or linked to a curriculum lesson. The clergy are invited to support the children's learning by offering events at school - these have included a mock wedding (in the nursery) and a baptism (in reception).

## **ROLE OF THE COORDINATOR**

- To co-ordinate Religious Education with the school.
- To sustain the building up of Religious Education resources in school.
- To keep abreast of curricular development.
- To develop personal links with the clergy, governor responsible for Religious Education and other church representatives.
- To ensure that the Religious Education policy is regularly reviewed and to ensure that the schemes of work provide continuity and progression.
- To monitor the effectiveness of Religious Education.

## **REVIEW**

### **Monitoring Standards of Teaching and Learning in Religious Education**

The effectiveness of the Religious Education Curriculum will be monitored and evaluated in discussion with the Headteacher and Year Group teachers on a regular basis. Teachers are given continual feedback on how to further improve the opportunities for all learners in this area. Monitoring of books also takes place in staff meetings, providing all teachers with opportunities to see good practice and learn from others.

Resources, teaching methods, schemes of work and Inset needs will be identified and priorities for action established as linked with the School Development Plan.

## Appendix A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Special me</b> (AMV) F.1. Special me - Who are we?	<b>Incarnation</b> <b>F2: Why do Christians perform nativity plays at Christmas?</b> Linked to Unit 2: Special Times (AMV)	<b>Special places</b> (AMV) F.3. Special places - Church building/ place of worship from one other faith (eg Synagogue)	<b>Salvation</b> <b>F3: Why do Christians put a cross in an Easter garden?</b>  Linked to Unit 4: Special Times (AMV)	<b>Special stories</b> (AMV) F.6. Special stories - Jesus	<b>God/Creation</b> <b>F1: Why is the word 'God' so important to Christians?</b>  Linked to Unit 5: Special stories – God/Creation
Year 1	<b>Christianity God</b> UC 1.1 God: <b>What do Christians believe God is like?</b>  Linked to Unit 1: What do Christians believe about God? (AMV)	<b>Christianity Incarnation</b> UC. 1.3 Incarnation: <b>Why does Christmas matter to Christians?</b>  Linked to Unit 2: What do Christians believe about Jesus? Incarnation/Christmas (AMV)	<b>Christianity Gospel</b> UC 1.4 (Gospel): <b>What is the good news Jesus brings?</b>  Linked to Unit 3: What do Christians believe about love? – (agape) (AMV)	<b>Christianity Salvation</b> UC 1.5 Salvation: <b>Why does Easter matter to Christians?</b>  Linked to Unit 1: What do Christians believe about God? (AMV)	<b>Judaism Unit 5: What do Jewish people believe about God and the Covenant? (AMV)</b>  ← →	<b>Judaism Unit 5: What do Jewish people believe about God and the Covenant? (AMV)</b>
Year 2	<b>Judaism Unit 6: What do Jewish people believe about Torah? (AMV)</b>	<b>Judaism Unit 6: What do Jewish people believe about Torah? (AMV)</b>  <b>Christianity Incarnation (3-4 weeks)</b> UC. 1.3 Incarnation: <b>Why does Christmas matter to Christians?(Digging deeper)</b>  Linked to Unit 2: What do Christians believe about Jesus? Incarnation/Christmas (AMV)	<b>Christianity Creation</b> UC 1.2 Who made the world?  Linked to Unit 2: What do Christians believe about Jesus? Incarnation/Christmas (AMV)	<b>Christianity Salvation</b> UC 1.5 Salvation: <b>Why does Easter matter to Christians?(Digging Deeper)</b>  Linked to Unit 4: What do Christians believe about forgiveness? Link with Easter (AMV)	<b>Christianity Gospel</b> UC 1.4 (Gospel): <b>What is the good news Jesus brings? (Digging Deeper)</b>  Linked to Unit 3: What do Christians believe about love? – (agape) (AMV)	<b>Christianity God</b> UC 1.1 God: <b>What do Christians believe God is like? (Digging Deeper)</b>  Linked to Unit 1: What do Christians believe about God? (AMV)  <b>Humanism 2 weeks</b> (AMV) Atheist and Agnostic Making good choices
Year 3	<b>Christianity People of God</b> UC 2a.2 What is it like to follow God?  Linked to Unit 5: What do Christians	<b>Christianity Incarnation/God</b> UC 2a.3 What is the Trinity?  Linked to Unit 5: What do Christians believe about God and incarnation? (link with Christmas) (AMV)	<b>Judaism Torah</b> AMV	<b>Christianity Salvation</b> UC 2a.5 Salvation: <b>Why do Christians call the day Jesus died Good Friday?</b>  Linked to Unit 4: What do Christians believe about Salvation? (link	<b>Christianity Creation/Fall</b> UC 2a.1 Creation: <b>What do Christians learn from the creation story?</b>	<b>Islam</b> Unit 2: <b>What do Muslim people believe about Islam and Iman? Islam (Submission to the will of Allah) AMV</b>

	believe about God and incarnation? (link with Christmas) (AMV)			with Easter) (AMV)		
Year 4	<b>Hinduism</b> Unit 3: What do Hindu people believe about Dharma, Deity and Atman? AMV	<b>Hinduism</b> Unit 3: What do Hindu people believe about Dharma, Deity and Atman? AMV	<b>Judaism</b> God and the Covenant AMV	<b>Christianity Salvation</b> UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday? (Digging Deeper)  Linked to Unit 4: What do Christians believe about Salvation? (link with Easter) (AMV)	<b>Christianity Kingdom of God</b> UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?  Linked to Unit 6: What do Christians believe about Agape? (AMV)	<b>Christianity Gospel</b> UC 2a.4 Gospel: What kind of world did Jesus want?  Linked to Unit 6: What do Christians believe about Agape? (AMV)
		<b>Christianity Incarnation/God (3-4 weeks)</b> UC 2a.3 What is the Trinity? (Digging Deeper)  Linked to Unit 5: What do Christians believe about God and incarnation? (link with Christmas) (AMV)				<b>Humanism 2 weeks</b> (AMV) Truth, right & wrong Meet a Humanist
Year 5	<b>Christianity God</b> UC 2B.1 God: What does it mean if God is holy and loving?	<b>Christianity Incarnation</b> UC 2b.4 Incarnation: Was Jesus the Messiah?  Linked to Unit 11: What do Christians believe about God and Incarnation (link with Christmas) (AMV)	<b>Judaism</b> Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover) (AMV)	<b>Christianity Salvation</b> UC 2b.6 Salvation: What did Jesus do to save human beings?	<b>Islam</b> Unit 8: What do Muslim people believe about Islam and Iman? (AMV)	<b>Islam</b> Unit 8: What do Muslim people believe about Islam and Iman? (AMV)
		<b>Humanism 2 weeks</b> (AMV) What matters most How do Humanists live				
Year 6	<b>Hinduism</b> Unit 9: Unit 3: What do Hindu people believe about Dharma, Deity and Atman? (AMV)	<b>Hinduism</b> Unit 9: Unit 3: What do Hindu people believe about Dharma, Deity and Atman? (AMV)	<b>Christianity Kingdom of God</b> UC 2b.8 Kingdom of God What kind of king is Jesus?	<b>Christianity Salvation</b> UC 2b.7 Salvation: What difference does the resurrection make for Christians? Linked to Unit 10: What do Christians believe about Salvation? (link with Easter) (AMV)	<b>Christianity Gospel</b> UC 2b.5 Gospel: What would Jesus do?  Linked to Unit 12: What do Christians believe about Agape? (AMV)	<b>Christianity Creation</b> UC 2b.2 Creation: Creation and Science  Linked to Unit 12: What do Christians believe about Agape? (AMV)
		<b>Christianity Incarnation (3-4 weeks)</b> UC 2b.4 Incarnation: Was Jesus the Messiah? (Digging Deeper)  Linked to Unit 11: What do Christians believe about God				

		and Incarnation (link with Christmas) (AMV)				
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EYFS – AMV/Understanding Christianity **Christianity** – Understanding Christianity  
**Judaism, Islam, Hinduism & Humanism**– AMV/D

We have included some lessons on humanism for higher KS1 & KS2. We feel some discussions and input around humanism as a worldview is important as we are probably going to hear a lot more about worldviews nationally.

Example of planning document for a unit:

**RE Unit Overview**

**Year Group: Term: Unit Name:**

**Before we plan our units, we must consider the following things:**

- **Which knowledge we want the children to retain and apply.**
- **What key vocabulary do we want them to use and remember?**
- **How will we help children to revisit knowledge and apply this to other concepts that they study?**

<b>Week</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Vocabulary</b>
<b>Week 1</b>	<b>Skills:</b>  <b>Knowledge:</b>			
<b>Week 2</b>	<b>Skills:</b>  <b>Knowledge:</b>			
<b>Week 3</b>	<b>Skills:</b>  <b>Knowledge:</b>			
<b>Week 4</b>	<b>Skills:</b>  <b>Knowledge:</b>			
<b>Week 5</b>	<b>Skills:</b>  <b>Knowledge:</b>			
<b>Week 6</b>	<b>Skills:</b>			

	<b>Knowledge:</b>			
<b>Week 7</b>	<b>Skills:</b>			
	<b>Knowledge:</b>			