

# Religious Education Policy



**Providing the rich soil that enables  
our children to develop deep roots and flourish.**

**Review date: Autumn Term 2024 by the Standards Committee**

**Confirmation of ratification by Governing Body:**

**Governor: J Gegg and M Anderson**

**Headteacher: A Flight**

## **Legal Position of Religious Education in school**

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Amberley Parochial Primary School is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022/South Gloucestershire Agreed Syllabus for Religious Education 2016-2021

## **The Church of England's Statement of Entitlement**

The Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Full details of this document can be found in Appendix One.

## **Aims of Religious Education**

The aim of Religious Education at Amberley Parochial Primary School is to develop an understanding about what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This aim lies in line with the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022.

## **School Approach to Religious Education**

Our School Vision: Providing the rich soil to enable our children to develop strong roots and flourish (The Parable of the Sower, Matthew 13)

Jesus told the Parable of the Sower to illustrate how those who hear the Word of God and are open to it, go forth to grow in strength and have the ability to further spread His News. We use the Parable of the Sower to unite our school community in its understanding of what we hope to achieve. We believe that Amberley Parochial school offers the 'fertile soil' needed for all to be able to develop deep roots and flourish. Building on these themes, RE in this school contributes to the outworking of our vision by offering children rich opportunities to develop an accurate knowledge and understanding of religions and world views, as is our duty, in line with all church schools.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development

## Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/ we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year. This will be taught in discreet lessons and through RE focus days.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be taught in discreet lessons and through RE focus days.

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be taught in discreet lessons and through RE focus days.

## Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

Assessment takes place throughout the teaching process as part of ongoing AfL. Termly assessments are made against the criteria set out in the Gloucestershire agreed curriculum and are recorded on an online tracking tool.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

## Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7
- Reporting to Governors each year through a subject leader report

The Head Teacher and Governors make sure:

- RE has a high profile within the curriculum
- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

## **The Right of Withdrawal from Religious Education**

At Amberley Parochial School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

## **Managing the Right of Withdrawal**

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- 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 that 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. 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 of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the diocese 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.

**This policy should be read in conjunction with the following policies: Assessment, Teaching and Learning, Equality, Confidentiality, SMSC, Safeguarding and Collective Worship.**

**APPENDIX ONE – Statement of Entitlement**  
[https://www.churchofengland.org/sites/default/files/2017-10/re\\_statement\\_of\\_entitlement\\_2016\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf)

**APPENDIX TWO – Assessment Tools**  
**Proformas for end of unit relating to each strand**

**APPENDIX THREE – whole school overview for RE**

## RE Assessment: Making Sense of Belief

**Unit name:**

**Making Sense of Belief objectives:** *Copy making sense of belief outcomes in focus here*

**Teacher:**

**Cohort Size:**

**Class:**

**Boy / Girl Ratio:** girls, boys

**Pupil Premium**   **SEN**   **EAL**   **FSM**

| CFC: | No of SEND: | Vulnerable: | Groups | HPA | MPA | LPA |
|------|-------------|-------------|--------|-----|-----|-----|
|      | My Plan     | PP          | All    |     |     |     |
|      | My Plan +   | Service     | Boys   |     |     |     |
|      | EHC         | LAC         | Girls  |     |     |     |

**What percentages of pupils in your class are on track for Making Sense of Belief?**

| End of Unit           | Well below | Below | On-Track | Excellence |
|-----------------------|------------|-------|----------|------------|
| <b>Name of Pupils</b> | year       |       |          |            |
|                       | year       |       |          |            |
| %                     |            |       |          |            |

**% On-Track or above = %**

|  |  |
|--|--|
| <b>Evidence of excellence</b>  |  |
| Contextual issues eg variety of teachers/ clashes with violin lessons etc  |  |
| Pupils who are of specific concern   |  |
| Class Teacher response and next steps                                      |  |
| RE Co-ordinator/ leader response to this data and next steps to inform T&L |  |

## RE Assessment: Understanding the Impact

**Unit name:**

**Understanding the Impact objectives:** *Copy making sense of Understanding the Impact in focus here*

**Teacher:**

**Cohort Size:**

**Class:**

**Boy / Girl Ratio:** girls, boys

**Pupil Premium**   **SEN**   **EAL**   **FSM**

| CFC: | No of SEND: | Vulnerable: | Groups | HPA | MPA | LPA |
|------|-------------|-------------|--------|-----|-----|-----|
|      | My Plan     | PP          | All    |     |     |     |
|      | My Plan +   | Service     | Boys   |     |     |     |
|      | EHC         | LAC         | Girls  |     |     |     |

**What percentages of pupils in your class are on track for Understanding the Impact?**

| End of Unit    | Well below | Below | On-Track | Excellence |
|----------------|------------|-------|----------|------------|
| Name of Pupils | year       |       |          |            |
|                | year       |       |          |            |
| %              |            |       |          |            |

**% On-Track or above = %**

|  |  |
|--|--|
| <b>Evidence of excellence</b>  |  |
| Contextual issues eg variety of teachers/ clashes with violin lessons etc  |  |
| Pupils who are of specific concern   |  |
| Class Teacher response and next steps                                      |  |
| RE Co-ordinator/ leader response to this data and next steps to inform T&L |  |

## RE Assessment: Making Connections

**Unit name:**

**Making Connections objectives:** *Copy Making Connections outcomes in focus here*

**Teacher:**

**Cohort Size:**

**Class:**

**Boy / Girl Ratio:** girls, boys

**Pupil Premium**   **SEN**   **EAL**   **FSM**

| CFC: | No of SEND: |  | Vulnerable: |  | Groups | HPA | MPA | LPA |
|------|-------------|--|-------------|--|--------|-----|-----|-----|
|      | My Plan     |  | PP          |  | All    |     |     |     |
|      | My Plan +   |  | Service     |  | Boys   |     |     |     |
|      | EHC         |  | LAC         |  | Girls  |     |     |     |

**What percentages of pupils in your class are on track for Making Connections?**

| End of Unit           | Well below | Below | On-Track | Excellence |
|-----------------------|------------|-------|----------|------------|
| <b>Name of Pupils</b> | year       |       |          |            |
|                       | year       |       |          |            |
| %                     |            |       |          |            |

**% On-Track or above = %**

**Evidence of excellence**

Contextual issues eg variety of teachers/ clashes with violin lessons etc

Pupils who are of specific concern

Class Teacher response and next steps

RE Co-ordinator/ leader response to this data and next steps to inform T&L



| RE Overview |   | EYFS   | Year 1/2<br>Cycle A  | Year 1/2<br>Cycle  | Year 3/4<br>Cycle A   | Year 3/4<br>Cycle B   | Year 5/6<br>Cycle A   | Year 5/6<br>Cycle B   |
|-------------|---|--|--|--|---|---|---|---|
| Autumn 1    | N.C. Link                               | See Gloucestershire agreed syllabus 2017   |  |  |   |   |   |   |
|             | Topic/Focus                             | What makes us special?   | 1.2 Who Do Christians Believe Made The World?  | 1.6 Who Is Muslim & How Do They Live? Part 1   | L2.1 What do Christians learn from the creation story?  | L2.7 What do Hindus believe God is like?  | U2.8: What does it mean to be a Muslim in Britain today?  | U2.7 Why do Hindus want to be good?   |
|             | Key Skills/Knowledge/ <b>Vocabulary</b> | Respect<br>Love<br>Special<br>Belong<br>Christianity/<br>Christian<br>God<br>Aqiqah<br>Islam/ Muslim<br>Family<br>Home   | Christian/<br>Christianity<br>God<br>Nature/<br>natural<br>6 days and<br>rest day<br>Creation<br>Creator<br>Genesis 1<br>Harvest | Prayer<br>Islam/ Muslim<br>Shahadah<br>Allah<br>5 Pillars of<br>Islam<br>Prophet<br>Ramadan<br>Muhammed<br>Iman<br>Qur'an<br>Ibadah                        | Creation<br>Bible<br>Genesis 1/<br>Genesis 3<br>Creator<br>Pray<br>Forgiveness<br>Sin<br>'The Fall'                                       | Worship<br>Hindu/<br>Hinduism<br>Hindu Deities<br>Svetaketu<br>Ganesh<br>Diwali<br>Hindu Murtis<br>Aum<br>Brahman<br>Trimutri –<br>Bhrama/<br>Vishnu/ Shiva | Muslim/ Islam<br>Qur'an<br>Iman<br>Ibadah<br>Prophet<br>Tawhid<br>Five Pillars of<br>Islam: Hajj<br>Shahadah,<br>salat, sawm,<br>zakah<br>Eid-ul-Adha | Hindu/<br>Hinduism<br>Brahman<br>Dharma<br>Karma<br>Samsara<br>Moksha<br>Atman<br>Ahimsa<br>Satya<br>Eternal life |
| Autumn 2    | N.C. Link                               | See Gloucestershire agreed syllabus 2017   |  |  |   |   |   |   |
|             | Topic/Focus                             | Why is Christmas important to Christians? Diwali   | 1.10 What Does It Mean To Belong To A Faith Community?   | 1.3 Why Does Christmas Matter To Christians?   | L2.10 How do festivals and family life show what matters to Jewish people?  | L2.3 What is the 'Trinity' and why is it important for Christians? Christmas  | U2.3: Why do Christians believe Jesus was the Messiah? Christmas  | U2.7 Why do Hindus want to be good?   |
|             | Key Skills/Knowledge/ <b>Vocabulary</b> | Jesus<br>Christianity/<br>Christian<br>Special<br>Incarnation<br>God<br>Carols<br>Christmas<br>Nativity<br>words:<br>Bethlehem,<br>Gold,<br>Frankincense,<br>Myrrh | Love<br>Belong/<br>Belonging<br>Jesus<br>Christian/<br>Christianity<br>Family<br>Identity<br>Community<br>Baptism                | Christmas<br>Jesus<br>Birth<br>Nativity<br>Bible<br>Nativity<br>words:<br>Bethlehem,<br>Gold,<br>Frankincense,<br>Myrrh<br>Gospel<br>Incarnation<br>Advent | Jewish/<br>Judaism<br>Festival<br>Sin<br>Forgiveness<br>Belief<br>Worship<br>Shabbat<br>Rosh<br>Hashanah<br>Yom Kippur<br>Pesach/Passover | Gospel<br>Baptism<br>Worship<br>Prayer<br>Trinity<br>God the Holy<br>Spirit<br>God the Son<br>and Saviour<br>God the<br>Father and<br>Creator               | Gospel<br>Trinity<br>Saviour<br>Jesus<br>Bible<br>King<br>Incarnation<br>Messiah<br>Prophecy  | As above  |
| Spring 1    | N.C. Link                               | See Gloucestershire agreed syllabus 2017   |  |  |   |   |   |   |
|             | Topic/Focus                             | What stories are special and why?- Bible stories   | 1.1 What Do Christians Believe God Is Like?  | 1.6 Who Is Muslim & How Do They Live? Part 2   | L2.2 What is it like for someone to follow God?   | L2.8 What does it mean to be a Hindu in Britain today?  | U2.1: What does it mean if Christians believe God is holy and loving?   | U2.2: Creation & Science – Conflicting or Complementary?  |
|             | Key Skills/Knowledge/ <b>Vocabulary</b> | God<br>Christianity/<br>Christian<br>Creation<br>Creator<br>Prayer<br>World<br>Natural<br>Bible  | God<br>Christian/<br>Christianity<br>Loving<br>Forgiving<br>Forgiveness<br>Worship<br>Bible<br>Giving<br>Parable                 | Prayer<br>Islam/ Muslim<br>Shahadah<br>Allah<br>5 Pillars of<br>Islam<br>Prophet<br>Ramadan<br>Muhammed<br>Iman<br>Qur'an<br>Ibadah                        | New<br>Testament<br>Genesis<br>Peace<br>Faith<br>Noah<br>The Covenant<br>Promise<br>Old Testament   | Hindu/<br>Hinduism<br>Diwali<br>Mandir<br>Murtis<br>Arti<br>Bhajans<br>Dharma<br>Sanatan<br>dharma<br>Holi  | Bible<br>Holy<br>Loving<br>Worship<br>Forgiving<br>Divine being<br>Humanist   | Genesis 1<br>God as<br>Creator<br>Creation<br>Conflict<br>Complementary<br>Cosmology<br>Evolution<br>Big bang     |
| Spring 2    | N.C. Link                               | See Gloucestershire agreed syllabus 2017   |  |  |   |   |   |   |

|          |                                 |   |  |   |   |  |  |  |
|----------|---------------------------------|---|--|---|---|--|--|--|
|          | Topic/Focus                     | Why is Easter special to Christians?  | 1.7 Who Is Jewish & How Do They Live – Part 1  | 1.5 Why Does Easter Matter To Christians?   | L2.9 How do festivals and worship show what matters to a Muslim?  | L2.5 Why do Christians call the day Jesus died 'Good Friday'?                          | U2.9: Why is the Torah so important to Jewish people?  | U2.5: What do Christians believe Jesus did to 'save' people? Easter  |
|          | Key Skills/Knowledge/Vocabulary | Easter<br>Spring<br>Christianity/<br>Christian<br>God<br>Special<br>Celebration<br>Good Friday<br>Palm Sunday<br>Easter Sunday<br>Palm Cross  | Jewish/<br>Judaism<br>Prayer<br>God<br>Mezuzah<br>Reflecting<br>Praising<br>Sukkot<br>Shema<br>Chanukah<br>Shabbat | Easter<br>Jesus<br>Worship<br>Holy week:<br>Palm Sunday/<br>Good Friday/<br>Easter Sunday<br>Jerusalem<br>Crucifixion<br>Resurrection   | Islam/ Muslim<br>Festival<br>Worship<br>Prayer<br>Mosque<br>Ibadah<br>Fasting<br>Ramadan<br>Eid-ul-Fitr<br>Qur'an<br>Salah<br>Allah | Good Friday<br>Holy Week<br>Gospel<br>Sin<br>Jesus<br>Forgiveness<br>Salvation         | Jewish/<br>Judaism<br>Torah<br>Rosh<br>Hashanah<br>Shabbat<br>Commandments<br>The Shema<br>Mezuzah<br>Tefillin<br>Sefer Torah                            | Salvation<br>Incarnation<br>Sacrifice<br>Holy<br>communion<br>Holy week<br>Sin<br>Resurrection<br>Jesus<br>Forgive<br>Prayer<br>Baptism<br>Devotion<br>Sacrifice |
| Summer 1 | N.C. Link                       | See Gloucestershire agreed syllabus 2017  |  |   |   |  |  |  |
|          | Topic/Focus                     | Why is the word 'God' special to Christians?  | 1.6 How Should We Care For Others And The World?   | 1.4 What Is The Good News That Jesus Brings?  | L2.4 What kind of world did Jesus want?   | L2.6 For Christians, what was the impact of Pentecost?                                 | U2.4: How do Christians decide how to live? 'What would Jesus do?'   | U2.6: For Christians, what kind of king is Jesus?  |
|          | Key Skills/Knowledge/Vocabulary | Safe<br>Happy<br>Special<br>Worship<br>Church: font, cross, candle, bible<br>Mosque: prayer hall, prayer mats, minaret<br>Christianity/<br>Christian<br>Islam/ Muslim<br>Reflection | Christian/Christianity<br>Jewish/<br>Judaism<br>Genesis 1<br>God<br>Jesus<br>kindness<br>Unique<br>Valuable        | Jesus<br>Bible<br>Gospel<br>Forgiveness<br>Peace<br>Stories<br>New<br>Testament<br>Word of God  | Gospel<br>Church<br>Love<br>Jesus<br>Disciples<br>Outcast<br>Community<br>Love thy neighbour  | Holy Spirit<br>Resurrection<br>Trinity<br>Jesus<br>Pentecost<br>Kingdom of God         | Gospel<br>Forgiveness<br>Prayer<br>Jesus<br>Love thy neighbor<br>Kindness<br>Guide<br>Justice  | Kingdom of God<br>Belief<br>Jesus<br>Kindness<br>Forgiving<br>Loving<br>Almighty<br>Parables   |
| Summer 2 | N.C. Link                       | See Gloucestershire agreed syllabus 2017  |  |   |   |  |  |  |
|          | Topic/Focus                     | Which places are special and why?   | 1.7 Who Is Jewish & How Do They Live Part 2  | 1.8 What Makes Some Places Sacred To Believers?   | L2.12 How and why do people try to make the world a better place?   | L2.11 How and why do people mark the significant events of life?                       | U2.10: What matters most to Humanists and Christians?  | U2.12: How does faith help people when life gets hard?   |
|          | Key Skills/Knowledge/Vocabulary | Jesus<br>Bible<br>Christian/<br>Christianity<br>Special<br>Sacred<br>God<br>Judaism/ Jews<br>Torah  | Jewish/<br>Judaism<br>Prayer<br>God<br>Mezuzah<br>Reflecting<br>Praising<br>Sukkot<br>Shema<br>Chanukah<br>Shabbat | Sacred<br>Holy<br>Believers<br>Worship<br>Church: alter, cross, font, hymns<br>Islam/ Muslim<br>Jewish/<br>Judaism<br>Mosque:<br>prayer mat, prayer beads, wudu, calligraphy<br>Synagogue:<br>Torah scroll/<br>Ner Tamid/<br>kippah/ tallit | Sin<br>Belief<br>Holy Spirit<br>Tzedaka<br>Zakah<br>Humanist  | Love<br>Forgiveness<br>Salvation<br>Commitment<br>Promises<br>Ceremonies of commitment | Humanist<br>Christian<br>Genesis<br>Moral<br>concepts:<br>fairness, freedom, truth, honesty, kindness, peace<br>Right from wrong<br>Sources of Authority | Faith<br>Resurrection<br>Karma<br>Peace<br>Guidance<br>Healing<br>Forgiveness<br>Reincarnation<br>Judgement<br>Heaven  |



**To be read in conjunction with school development plan, SEF and action plan for RE**