

Version Control: V3			
Date approved	October 2024	Review planned	October 2025
Name: Paul Leeson		Role: Chair of Governors	



Longford CofE Primary School

Religious Education Policy

‘To promote a love of learning for all children, within a caring and supportive community’

Introduction

As a Church school we, at Longford CofE Primary, recognise the importance of fostering a positive Christian ethos within our school, in line with the teachings of the Bible. We actively promote the Christian values and our school values of **Resilience, Cooperation, Kindness, Respect and Empathy**.

RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

Aims

In RE, we aim to:

- Offer pupils knowledge and experiences that will develop their understanding of a range of world religions and worldviews.
- Foster respect and understanding of themselves, of others and of the world around them.
- Ensure that all pupils be given the opportunity to express ideas about the significance and impact of religions and worldviews.
- Give children the skills to be able to engage seriously with religions and worldviews.

Approach

Religious Education takes a child- centred approach starting from the learners' personal experiences.

We use the 'Understanding Christianity scheme, which used the key questions approach, to plan our curriculum, supplementing this with the Derbyshire Agreed Syllabus to ensure coverage of other world religions.

There are three strands that form the basis of RE teaching:

Believing- religious beliefs, teachings, questions about meaning, purpose and truth.

Expressing- Religious and spiritual forms of expression, questions about identity and diversity.

Living- Religious practices and ways of living, questions about values and commitments.

Within these strands there are threads, which are the principle skills that we aim to teach:

Discovering, Exploring, Connecting, Applying and interpreting.

These skills are taught year on year, so as to develop a 'spiral' of understanding where children build upon and develop their understanding.

The long-term curriculum plan for RE is planned to reflect this approach (Appendix 1)

RE is taught in units of approximately half a term. RE is taught as a discrete subject with links made in other areas, where appropriate. We attend school trips and have visitors into school to support children's learning.

At Longford CofE primary School, the following world faiths are taught:

EYFS	Children encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1 (5-7)	Christian, Muslim and Jewish faiths

KS2 (7-11)	Christian, Muslim, Hindu and Jewish faiths
------------	--

These world faiths we have been selected as they are represented in Derby, the closest city to Longford, which has Muslim, Hindu and Sikh communities.

In addition, links are made between Christianity and other world faiths, where appropriate. We also recognise the place that non- religious worldviews have in the teaching of RE.

Time allocation

This is in line with Derbyshire requirements for RE.

Time allocation based on a twelve-week term:

EYFS	36 hours of RE (50 mins per week or short sessions within continuous provision)
KS1 (5-7)	36 hours (1 hour per week or less plus RE theme days)
KS2 (7-11)	45 hours (1 hour per week or a series of RE days or weeks)

Assessment and Reporting

Assessment in RE is formative and builds on what children can do to further develop their skills, knowledge and understanding.

Learning objectives are displayed at the top of each piece of work and are used for teachers' assessment and whether children have achieved the lesson's objective, giving an overall end-of-block indication of children's attainment. As a result of this, teachers are able to monitor children's progress over time, and also identify any misconceptions.

Throughout the block, teachers return to the key questions, looking for evidence and answers. At the end of a block, a teacher may plan in an assessment activity to help them assess learning.

We recognise that children's knowledge and understanding can be demonstrated and assessed through various means, e.g. Through role play, drama and discussion.

Staffing responsibility

The class teacher is responsible for planning and delivering the RE Curriculum to the pupils in their class, for assessing and reporting on pupil progress, for setting clear achievable goals and for ensuring work is matched to children's abilities, experience and interests.

The RE lead is responsible for the development and monitoring of the RE curriculum, for ensuring progression and continuity in planning for RE across the school, for keeping abreast of current developments, for monitoring standards in the subject and for ensuring that suitable resources are maintained. They are responsible for updating the school's policy, scheme of work and subject action plan. The Headteacher is responsible for ensuring that the school meets its statutory obligations.

Special Educational Needs

It is the responsibility of the class teacher to ensure inclusivity within lessons, adapting learning to ensure that all children are able to access and make progress within lessons.

Withdrawals

Parents have the right to withdraw their child(ren) from Religious Education lessons in consultation with the Headteacher. They should notify the school of their intentions in writing.



Longford CE Primary School
Religious Education 2 Year Long Term Plan
Understanding Christianity and Derbyshire Agreed Syllabus

CYCLE 1	Identity and Diversity	Peace and conflict	Social Justice	Saving the Environment	Our Heritage	Our world and beyond
	TERM 1	2	3	4	5	6
EYFS	CHRISTIANITY & SIKHISM DAS F2: Which people are special and why?	UC F2 INCARNATION: Why do Christians perform Nativity plays at Christmas? <i>DAS F4 Special Times: Which times are special and why?</i>	UC 3 SALVATION 2 (Digging Deeper): How can we help others when they need it? <i>DAS F1 Special Stories: What stories are special and why?</i>	SALVATION 1: Why do Christians put a cross in an Easter Garden? <i>DAS F5 Being Special: Where do we belong?</i>	CHRISTIANITY & ISLAM DAS F3: Which places are special and why?	CHRISTIANITY, ISLAM & JUDAISM DAS F6: What is special about our world and why?
Y1/2	AS 1.7 What does it mean to belong to a faith community? (Christian & Jewish)	UC 1.1 What do Christians believe God is like?	DAS 1.3 Who is Jewish and what do they believe?	DAS 1.5 What makes some places sacred? (Christian & Jewish)	UC 1.2 Who do Christians say made the world?	DAS 1.8 How should we care for the world and others, and why does it matter (Focus on Christianity)?
Y3/4	DAS L2.4 Why do people pray?	DAS 2.9 What can we learn from religions about deciding what is right and wrong?	UC L 2.1 What do Christians learn from the Creation story?	UC L2.5 Why do Christians call the day that Jesus died 'Good Friday'? Good Friday: 7th April 2023 Holi: 8th March 2023 (Hindu festival)	UC L2.6 For Christians, when Jesus left what was the impact of the Pentecost?	DAS L2.6 Why do some people think that life is a journey and what significant experiences mark this?
Y5/6	UC U2.6 For Christians, what kind of king is Jesus? The Kingdom of God Worship and service in the community	<u>DAS U2.3</u> What do religions say to people when life gets hard? Hindu – reincarnation Muslim/Christian - judgement	UC What do Christians believe Jesus did to save people? Resurrection Sacrifice	DAS U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Barnardo's NHS	AS U 2.1 Why do some people believe God exists? Agnostic Atheist Theism	UC: U 2.2 Creation and science: conflicting or complementary? The evolution of man Creation stories

Longford CE Primary School

Religious Education 2 Year Long Term Plan

Understanding Christianity and Derbyshire Agreed Syllabus

Cycle 2		Identity and Diversity	Peace and conflict	Saving the Environment	Social Justice	Our world and beyond	Our Heritage
	TERM 1	2	3	4	5	6	
EYFS (Same as Cycle 1)	CHRISTIANITY & SIKHISM DAS F2: Which people are special and why?	UC F2 INCARNATION: Why do Christians perform Nativity plays at Christmas? <i>DAS F4 Special Times: Which times are special and why?</i>	UC 3 SALVATION 2 (Digging Deeper): How can we help others when they need it? <i>DAS F1 Special Stories: What stories are special and why?</i>	SALVATION 1: Why do Christians put a cross in an Easter Garden? <i>DAS F5 Being Special: Where do we belong?</i>	CHRISTIANITY & ISLAM DAS F3: Which places are special and why?	CHRISTIANITY, ISLAM & JUDAISM DAS F6: What is special about our world and why?	
Y1/2	DAS L2.2 Who is a Muslim and what do they believe? (Lessons 1 – 4)	UC 1.3 Why does Christmas Matter to Christians?	DAS 1.2 Who is a Muslim and what do they believe? (Lessons 5 – 9)	UC 1.5 Why does Easter Matter to Christians?	DAS 1.5 What makes some places sacred?	DAS1.8 How should we care for the world and others, and why does it matter (Focus on Christianity)?	
Y3/4	DAS L2.8 What does it mean to be a Hindu in Britain today?	DAS L2.8 What are the similarities and differences between Christians and Hindus?	UC L2.3 What is the Holy Trinity and why is it important to Christians?	UC 2.2 What kind of world did Jesus want?	DAS L 2.5 Why are festivals important to religious communities? (J/M)	UC L2.2 What is it like for someone to follow God?	
Y5/6	DAS.U2.6 What does it mean to be Muslim in Britain today?	DAS L2.8 What are the similarities and differences between Christians and Hindus?	UC 2.4 Christians and how to live: What would Jesus do?	UC 2.1 What does it mean if Christians believe God is holy and loving	UC 2.3 Why do Christians believe Jesus is the Messiah?	DAS.U2.7 What matters most to humanists and Christians?	