



The Redeemer
Church of England Primary School

Religious Education Policy

Date: 2024 - 2025

Religious Education Curriculum Intent

At The Redeemer CE Primary School, Religious Education (RE) is a core subject that teaches all pupils about Christianity and other religions and world views so that our pupils gain a greater understanding of the views and beliefs of people in our ever-changing world, and understand their own sense of place within it. RE is highly valued and enjoyed by both pupils and staff, and helps us to live out and fulfil our school vision, by understanding that we are 'a unique part of God's diverse family' and that we all can 'grow in the Light of Christ, through believing, loving, caring and sharing'. The RE curriculum at The Redeemer will develop pupils religious literacy skills and enable them to engage in meaningful and informed dialogue about their beliefs and those of others. Through a rich and meaningful curriculum, pupils will develop a clear understanding of Christian beliefs and practices, whilst also developing their understanding of World Religions, beliefs and cultures so they are fully prepared for living within our multi-cultural society.

Philosophy & Legal Requirements

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the Blackburn Diocese Scheme of Work, 2022. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Aims of Religious Education

The aims of Religious Education in Church Schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to age, at the end of their education in church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and world views in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

This can be expressed in more detail and distinctively as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus, living on Earth, with his death and resurrection;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living, which give priority to the values of unconditional love, forgiveness,
- reconciliation, justice, compassion and faith.

Teaching & Learning

As a church school, Religious Education plays a fundamental role in the learning and development of all of our pupils. Therefore, we expect RE lessons to regularly be delivered by the class teacher and not to be left for PPA cover. Another suitably qualified member of

staff may, on occasion, be able to teach specific RE units if deemed appropriate by the RE Subject Lead or Senior Leadership Team.

RE should be taught for at least one hour every week and should follow the school’s teaching sequence using Rosenshein’s Principals.

Teachers must ensure that effective teaching and learning of Religious Education and high standards are achieved throughout the curriculum, as staff ensure they plan and deliver inspiring and stimulating learning experiences for all children. Lessons should allow a wide range of activities and cover different ways of learning: storytelling, adult-led activities, child- initiated activities, respectful debating and meaningful discussions, dramatic performance and role-play, visits, use of artefacts/images, visitors and outside speakers, creative activities - interpreting religious artwork, use of music and instruments from different cultures and religions/composing their own hymns, use of key questions and exploration of self-awareness, inner feelings and emotions.

Teachers should promote a love for the subject and encourage children to ask questions to build their curiosity, in line with the ambitious, online ‘questful’ syllabus (Blackburn Diocese Scheme of Work – Questful RE). Questioning should be used regularly and effectively throughout the teaching of all RE lessons, to encourage pupils to make their own connections to the concepts and beliefs they are taught. Teachers are to use, and expect pupils to use, correct vocabulary in line with the MTPs (Medium Term Plans).

Pupils should complete work using a balance of independent, group and paired working. Where appropriate, lessons can be fully practical or creative with evidence collected in their class scrap book and the teacher should still assess the children’s understanding using appropriate assessment methods.

Curriculum Delivery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS 1: I am Special EYFS 2: Harvest	EYFS 3: Special People EYFS 4: Christmas	EYFS 5: Stories Jesus heard EYFS 6: Stories Jesus told	EYFS 7: Easter	EYFS 8: Friendship EYFS 9: Special Places	EYFS 10: Prayer EYFS 11: Special Times
Year 1	Harvest - How can we help those who do not have a good Harvest? WFL: Jewish Harvest Sukkot	Creation - What are your favourite things that God created? WFL: What do people of Muslim and Hindu faith believe about how God made the world?	Jesus - What made Jesus Special?	Easter - What do you think is the most important part of the Easter Story?	My World Jesus World - How is the place where Jesus lived different from where we live now?	Baptism - Why is Baptism Special? WFL: Birth Rites
Year 2	The Bible - Why is the Bible such a special book? WFL: Do People of all world faiths have holy books?	Christmas - Why was the birth of Jesus such good News?	Jesus - Why did Jesus, Welcome everyone?	Easter - How do symbols help is to understand the Easter story?	Ascension and Pentecost – What happened at the Ascension and Pentecost?	The Church - Why is the church a special place for Christians? WFL: Why are holy buildings important to people of faith?
Year 3	Harvest - How do people of faith say thank you to God for the harvest? WFL: Revisit the Jewish Festival of Sukkot	Christmas - How does the presence of Jesus impact on people’s lives?	Jesus - How did/does Jesus, change lives?	Easter - Is the cross a symbol of sadness or joy?	Rules for living - Which rules should we follow? WFL: Does everybody follow the same rules? Why? Why not?	Called by God - What does it mean to be called by God?
Year 4	Prayer - What is prayer? WFL: How do people of world faiths pray?	Christmas - Why is Jesus described as the light of the world? WFL: Hanukkah Jewish Festival	Jesus - Why do Christians believe that Jesus is the son of God?	Easter - A story of betrayal or trust? WFL: What do world faiths say about forgiveness?	The Church - Are all Churches the same? WFL: Are all places of worship the same? Do people worship God in the same way?	David and the Psalms - What values do you consider to be important?

Year 5	The Bible - How and why do Christians read the Bible?	Christmas - How is Christmas celebrated around the world?	Jesus - Why do Christians believe that Jesus was a great teacher?	Easter - Why do Christians believe that Easter is a celebration of Victory?	St Paul - How did the news of Jesus' resurrection spread around the world?	Women in the Old Testament - Did she make the right choice? WFL: Jewish festival of Purim
Year 6	Life as a journey - Is every person's journey the same? WFL: Why do people of faith make Pilgrimages?	Advent - How do Christians prepare for Christmas?	The Exodus - Why is the Exodus such a significant event in Jewish and Christian history?	The Eucharist - Why do Christians celebrate the Eucharist? Jesus - Who was Jesus? Who is Jesus?	God - What is the nature and character of God?	People of Faith - How does having faith affect people's lives? WFL: How does having faith affect people's lives?

Inclusion & Equal Opportunities

All children regardless of ability, race or gender are given full access to the RE curriculum. The Redeemer Church of England Primary School endeavours to inspire and nurture all of God's children. Teachers provide lessons that are matched to the needs of the children and take into account individual needs, including those of SEND and EAL pupils. The use of differentiation and a wide range of teaching styles and activities will allow all children to engage with the lessons and respond appropriately.

British Values

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are taught through worship and the planning and delivery of a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all pupils. RE makes a significant contribution to the promotion of these British Values, particularly respect and understanding for those of different faiths and beliefs. RE lessons ensure that pupils have an appreciation of the culturally diverse society we live in. The celebration of a variety of festivals and national and religious events encourages pupils to research and discover similarities and differences between different religions and communities. Members of different faiths and religions are encouraged to share their knowledge to enhance learning during RE.

Social, Moral, Spiritual & Cultural

RE makes a significant contribution to children's Spiritual, Moral, Social and Cultural Development by encouraging the discovery of God the creator and developing an awe of the environment. Moral development is based on the exploration of the teachings of Jesus Christ, which offer children a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian and diverse community. Cultural development provides opportunities to develop an understanding of a worldwide, multi-cultural faith.

RE & Collective Worship

It is recognised that RE and collective worship can support the work of each other. For example, RE can be a stimulus for class worship. Material presented in worship may also be suitable for follow up class work or discussion. Although Religious Education and Collective Worship naturally compliment and enrich one another, they are distinctively separate and are managed separately.

Displays

When and where possible teachers will display appropriate vocabulary and work that the children have completed. Displays should be interactive, encouraging children to question their topic and areas of learning. Each class must also display the Key Question for that unit of RE. Each classroom must also have a worship or reflection area available for children and adults to use to develop spirituality.