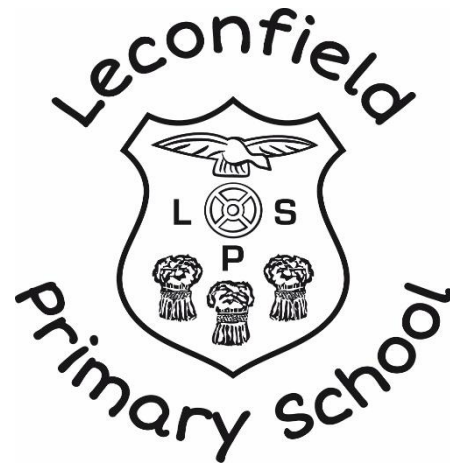


RE Policy

Leconfield Primary School



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1. Curriculum Intent Statement

It is our intent at Leconfield Primary to deliver a Religious Education curriculum to engage, inspire, challenge children's thinking and prepare them for life in a multi-cultural society. We aim to equip children with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed. We want them to know how religious education promotes discernment and enables children to combat prejudice, preparing them for adult life, employment and life-long learning.

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews

2. Implementation Scheme of Work

2.1 Curriculum time for RE

It is recommended that schools devote at least 5% of their total curriculum time to Religious Education. In order to meet the statutory requirements of this syllabus, schools need to allocate the following minimum curriculum time to the teaching of RE:

Key Stage 1: 36 hours per year (equivalent to 60 minutes per week)

Key Stage 2: 45 hours per year (equivalent to 75 minutes per week)

2.2 Teaching & Learning

At Leconfield RE is usually taught weekly. However, there are times when units of work may be blocked if this is more appropriate.

Children have the opportunity of a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews. At key stage 1 and 2 more time is spent on Christianity than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988).

Principal religions represented in Great Britain are usually regarded as: Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi.

It is good practice that teachers build upon what has gone before.

At Leconfield, we have decided - on the basis of our local context – that we will study the following other religions and nonreligious worldviews in each key stage:

Key Stage 1 Christianity, Hinduism and Humanism

Key Stage 2 Christianity, Hinduism, Judaism and Humanism

We will also study other religions and nonreligious worldviews when this is appropriate or relevant.

Leconfield Primary School follows the Programme of Study for RE as suggested in the East Riding Agreed Syllabus and has a scheme of work that reflects this for each Key Stage. [East Riding RE Agreed Syllabus 2022](#)

During each Key Stage pupils are taught knowledge, skills and understanding through learning about World Religions and nonreligious worldviews through key questions. Each unit of work identifies prior learning and shows how this is built upon.

3. Impact

Children will make at least good progress from their last point of assessment. Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond. Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.

4. Planning and Progression

We plan using the East Riding Agreed Syllabus 2022. We use the Exemplar Units of Learning from the Agreed Syllabus. The East Riding Agreed Syllabus has three mutually supportive disciplines – Theology, Philosophy and Social Sciences. These three disciplines help RE to be seen from different perspectives which gives a balanced approach to teaching and learning.

Theology – believing, asking questions about the concept and nature of God, where beliefs come from, about sources of authority and influence.

Philosophy – thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human.

Social Sciences – living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives.

The statutory Areas of Understanding for Key Stages 1-3 are the key elements of the East Riding Agreed Syllabus 2022, framed as questions from a multidisciplinary approach. These questions generate the required pupil outcomes for the study of religion and worldviews. At Leconfield, we refer to the requirement to study different religions according to key stage (2.2). These Areas of Understanding are used in conjunction with the non-statutory Key Content and Vocabulary for each faith we study. The Areas of Understanding are mapped across each Key Stage. We ensure we overlay the Key Content and Vocabulary for our chosen faiths. See Appendix 1: Key Content Questions & Vocabulary (EYFS, KS1 & KS2).

5. Teaching and Learning Pedagogy

We aim for our children to become citizens with who will remember more, know more and understand more about RE.

This will be achieved by:

- Teaching: RE is taught weekly to allow suitable links to be made to specific religious festivals taking place. (In some cases, RE may be blocked e.g. a visit.)
- Planning and Teaching: The following skills are used, in order to strengthen the skills and deepen the understanding and knowledge taught: Investigating, Reflecting, Expressing, Interpreting, Empathising.
- Attitudes are fundamental to RE: Curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry. These work alongside the SMSC links and British Values implemented within school as a whole.
- Assemblies: Whole school and Class.
- Visits and Visitors: Community walks to our local church. Assemblies from members of local places of worship.
- Pupil Discussion: Children can discuss and compare the lives of people they have studied from a variety of different religions and world views.

6. Assessment

At Leconfield, assessment in RE comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the Agreed Syllabus 2022 and children are assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the RE Agreed Syllabus 2022.

7. Resources

Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts and education visits and visitors.

8. Equal Opportunities and Inclusion

All maintained schools in England must provide Religious Education (RE) for all registered pupils up to the age of 18, including those in the sixth form, unless withdrawn by their parents or by themselves if over 18. This requirement does not apply to children below compulsory school age in nursery schools or classes.

Parents/Carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The child may receive external RE teaching provided that this does not significantly impact on their attendance.

All children are entitled to access the RE curriculum at a level appropriate to their needs. Parents & Carers have the right of withdrawal through written request. At Leconfield Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Subject Leader Responsibilities

The RE subject leader is responsible for:

- Monitoring the teaching and learning of RE
- Monitoring and updating resources to ensure teachers and children have access to high quality and appropriate materials
- Overseeing and implementing the RE policy
- Writing an annual action plan for RE as part of the School Development Plan and evaluating progress throughout the year
- Attending training and providing staff with appropriate feedback and CPD
- Attending courses to keep knowledge up to date and feedback to staff upon return

Each class teacher is responsible for delivering RE to their class.

10. Engagement and Reporting to Parents & Carers

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally. In RE, parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

11. Policy Review

This policy will be reviewed annually or sooner if guidance changes.

Appendix 1

Key Content Questions and Vocabulary for Christianity

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>Who was Jesus?</p> <p>What happened at the first Christmas?</p> <p>What is the first story in the Bible?</p>	<p>What do Christians believe God is like?</p> <p>How is Easter good news for Christians?</p> <p>How did Jesus change lives?</p> <p>What helps Christians decide what is right and wrong?</p> <p>What is the Golden Rule for Christians?</p> <p>Why should Christians care for the world?</p>	<p>What do Christians believe?</p> <p>What is the Trinity?</p> <p>What are the key events in the life of Jesus as told in the Gospels?</p> <p>What was the impact of Jesus' life on his followers?</p> <p>Who were the significant people in Jesus' life?</p> <p>How does Jesus fulfil Old Testament prophecy?</p> <p>What is the significance of the Old Testament for Christians?</p> <p>Who were the significant women in the Bible?</p> <p>Where do Christian values come from?</p>	<p>What attributes do Christians ascribe to God?</p> <p>How would Christians evidence the existence of God (Aquinas, Paley)?</p> <p>How do the gospel writers portray Jesus?</p> <p>What are the sources of wisdom for Christians and how are they interpreted?</p> <p>What does Christianity teach about the sanctity of life?</p>
<p>What questions do Christian stories make us ask?</p>	<p>What does it mean to be Christian?</p> <p>What is the meaning of Christmas and Easter for Christians?</p> <p>How do Christians answer some of the Big Questions?</p>	<p>What does it mean to be Christian today?</p> <p>How does Jesus' teaching impact people today?</p> <p>What is the impact of making pilgrimage on a Christian pilgrim?</p> <p>What does stewardship mean for Christians?</p>	<p>Are the teachings of Jesus relevant to the modern world?</p> <p>How might Christians explain the origins of the universe?</p> <p>Is pilgrimage a metaphor for the journey of life?</p> <p>How effective is the Christian voice in the environmental debate?</p>
<p>What are the special things in a Christian home?</p> <p>What are the important symbols for Christians?</p> <p>What are special places for Christians?</p>	<p>What happens in a church and who goes there?</p> <p>What do Christian symbols and artefacts tell us about what Christians believe?</p> <p>Who has a special role in church?</p> <p>How do people become a member of the Christian church?</p> <p>How do Christians try to follow Jesus' example?</p>	<p>What part do artefacts and symbols play in Christian worship, rituals and ceremonies?</p> <p>How do Christians show commitment to social and global issues?</p> <p>What are the rites of passage of a Christian life?</p> <p>How do Christians express their beliefs?</p>	<p>What is the challenge of commitment to a Christian life?</p> <p>How do the Fruits of the Spirit guide Christian life?</p> <p>What are the diverse ways in which Christians express their spirituality?</p> <p>How do Christians respond to the teaching about forgiveness and reconciliation?</p> <p>How do Christian organisations work to care for those in need?</p> <p>What is the impact of Christianity as a global faith?</p>

Key Content Questions and Vocabulary for Christianity

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages			
<i>Christianity concepts in blue</i>			
EYFS	Key Stage 1 <i>(must include EYFS concepts and vocabulary if not covered previously)</i>	Key Stage 2	Key Stage 3
God creation incarnation salvation Christian Bible Jesus church vicar cross Christmas Harvest	resurrection gospel Sunday prayer parable creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day	Trinity (Father, Son, Holy Spirit) Kingdom of God People of God The Fall sin covenant miracle Holy Communion confirmation, marriage, death New and Old Testaments prophets and prophecies Abraham, Joseph, David, Ruth, Sarah Psalms names of Jesus Jesus - baptism, parables, miracles temptation, last week, crucifixion Lord's Prayer Mary, Mary Magdalene, John the Baptist St Paul Saints Acts Epiphany, Ascension, Pentecost	prophecy wisdom agape soul redemption sacrament Nicene Creed synoptic atonement paschal denomination Anglican, Roman Catholic, Protestant damnation and purgatory schism indulgences mission heretic liturgy Ichthus, Chi-Rho Triquetra

Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
What is an important story for Hindus?	What do Hindus (Sanatani) believe Brahman (ultimate reality) is like? What happens in the Hindu creation story? What is an important story for Hindus? What is Dharma and how do Hindus live according to Dharma?	What do Hindus (Sanatani) believe? What is the Trimurti? What are the key events in the life of a Hindu? What is the impact of the concept of dharma on the life of a Hindu? Who are some significant people in Hindu sacred texts? Where do Hindu values come from?	What texts influence Hindu (Sanatani) life and practice? What can Hindus learn from the Ramayana? Do Hindus believe in many gods? What is the relationship between atma and Brahman? What is the impact of the teaching of Swami Vivekananda on the West?
What questions do Hindu stories make us ask?	What is the meaning and purpose of the AUM symbol for Hindus? Why is the story of Rama & Sita important to Hindus and? How do Hindus try to follow the example of Ganesh? What is the symbolism within Hindu stories?	What does it mean to be Hindu? What does bhakti matter to Hindus? How does Gandhi's teaching impact people today? What makes a place sacred? What is the impact of making pilgrimage (yatra) for a Hindu? What does stewardship mean for Hindus? (ahimsa within the environment)	What does Hinduism have to say about human nature and destiny? What is the Hindu idea about the universe? Is it necessary for all Hindus to believe in the Dharma? Do Hindus believe in a life after death?
What are the special things in a Hindu home? What are the important symbols for Hindus? What are special places for Hindus?	How, why and where do Hindu people practice bhakti? What do the symbols and murti found in a mandir tell us about Hinduism? Who has a special role in the mandir? How is the story of Rama & Sita celebrated?	What part do murti and symbols play in bhakti, rituals and ceremonies? How do Hindus show commitment to social and global issues? What are the samskaras of a Hindu life?	What is it like to be a young Hindu in Britain today? What events bring the Hindu community together? How do Hindus express their spirituality through the yogas? How do Hindu organisations work to care for those in need? What is the impact of Hinduism as a global faith?

Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages

Hinduism concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
god	Brahman (ultimate reality) AUM	Trimurti - Brahma, Vishnu, Shiva avatar atman karma samsara (cycle of life)	Dharma Moksha ahimsa maya (life as illusion) guna - tamas (inertia), rajas (energy), sattva (purity)
mandir pandit (priest) Hindu Ramayana (Rama and Sita) murti Diwali rangoli patterns	Ganesh Sanatani (Hindu) bhakti puja arti reincarnation mehndi patterns Raksha Bandhan	The Vedas Bhagavad Gita Rama and Krishna punarjanam (reincarnation) padma (lotus flower), swastika, saffron colour tapas (meditation) mantra samskaras (rituals of birth, initiation, marriage and death) sacredness of life - gow mata (cow) Ramnavami / Janmashtami (birthdays of Rama / Krishna) yatra (pilgrimage) - Varanasi, Ganga Kumbh Mela Holi	The Upanishads Vedanta (philosophical tradition) Puranas ashramas (stages of life) swarg and narak (heaven and hell) varna (traditional social groups linked to skills) yogas - karma, jnana, bhakta, raja rishis Mahatma Gandhi

Key Content Questions and Vocabulary for Judaism

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
What is the Jewish name for G-d?	What do Jewish people believe G-d is like? What rules did G-d give Moses for the Jewish people to live by? What does Shabbat celebrate? What do the stories of Jonah and Noah teach Jewish people; where are these stories found?	What are the central beliefs of Judaism? What does the Shema tell Jewish people about G-d? What is the significance of Abraham's story for Jewish people? Where is his story found? What are the sacred texts for Jewish people and how are they used?	How do practices differ between the main traditions of Judaism? Do differences in Jewish practice reflect differences in belief? What is the concept of G-d to a Jewish person? Is it the same for all Jews? What is significant about the Talmud and how is it used to guide Jewish way of life?
What questions do Jewish stories make us ask?	What is the message of Pesach for Jewish people? How would Jewish people answer the question about how the world began?	What does it mean to be Jewish? What is the importance of the Ten Commandments for Jewish people? Why are the rites of passage important in a Jewish person's life? Is it important that all Jewish people keep kosher and the laws for Shabbat?	Why should the Holocaust be remembered? What can be learned from the Shoah? What can Judaism contribute to modern society?
What are the special things in a Jewish home? What are the important symbols for Jewish people? What are special places for Jewish people?	How, why and where do Jewish people worship? What symbols and artefacts are used to celebrate Shabbat? How do Jewish people celebrate Hannukah and Sukkot? Who has a special role in the synagogue? What does the Shema teach Jewish people to do each day? How is the Torah shown respect?	What is the role of the synagogue in the life of Jewish people? What part do artefacts and symbols play in Jewish worship, rituals and ceremonies? What is the significance of the temple in Jerusalem? How do Jewish people show commitment to local and global issues (Tu B'Shevat)?	What is it like to be a young Jewish person in Britain today? How does being Jewish affect daily life? What is the relevance of Rosh Hashanah and Yom Kippur for Jewish people? How do Jewish organisations work to care for those in need? How is Jerusalem seen as the centre of the Jewish world?

Key Content Questions and Vocabulary for Judaism

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages			
<i>Judaism concepts in blue</i>			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>God</p> <p>Torah</p> <p>Rabbi</p> <p>Jewish person</p> <p>synagogue</p> <p>Hannukah</p> <p>Star of David</p>	<p>G-d</p> <p>Shema</p> <p>Shabbat</p> <p>mitzvot (commandments)</p> <p>mezuzah</p> <p>Abraham</p> <p>Moses</p> <p>Pesach</p> <p>Sukkot</p>	<p>YHWH</p> <p>Adonai</p> <p>covenant</p> <p>Proverbs</p> <p>Psalms</p> <p>Ark, scrolls, yad, bimah</p> <p>Ner tamid</p> <p>Jerusalem temple</p> <p>kosher</p> <p>Bar/Bat Mitzvah</p> <p>schul</p> <p>kibbutz</p> <p>Judas Maccabee</p> <p>Tu'b Shevat</p>	<p>derech erez (the way of the world)</p> <p>mensh (living well)</p> <p>halakhah</p> <p>TaNak</p> <p>Shema</p> <p>Amidah</p> <p>Talmud (Mishnah and Gemara)</p> <p>Reform, Orthodox, Liberal, Masorti</p> <p>Ashkenazim, Sephardim</p> <p>minyan</p> <p>Shoah</p> <p>kashrut</p> <p>Maimonides</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>semikhah</p>

Generic Key Content Questions and Vocabulary for Religious and other Non-religious Worldviews

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>What does the word 'god' mean?</p> <p>What is a belief?</p>	<p>What do some people believe in a god?</p> <p>Where do non-religious people get their rules for living?</p>	<p>What does it mean to different people to follow god?</p> <p>Why do some people pray?</p> <p>What is an atheist; how is an agnostic different?</p> <p>What do we mean by secular?</p> <p>Do you have to be religious to be spiritual?</p> <p>What can we learn from non-religious stories?</p>	<p>What is religion?</p> <p>What is a theist?</p> <p>What is the influence of religion on the values on British society?</p> <p>Why does god have so many names?</p>
<p>What stories or poems make us ask questions?</p> <p>What puzzles you?</p>	<p>Why don't some people believe in a god?</p> <p>Why do people have different ideas about god?</p> <p>Who made the world?</p> <p>Do you have to believe in god to believe the world is special and should be cared for?</p>	<p>Does not believing in god mean you have no beliefs?</p> <p>Is death the end?</p> <p>How do non-religious people decide what is right and what is wrong?</p> <p>What things make you truly happy?</p> <p>Is religion something you believe in or something you do?</p>	<p>What are Humanist ethics?</p> <p>What is meant by sanctity of life; is all life sacred?</p> <p>Can you live a good life without god?</p> <p>Why are there arguments about the existence of god?</p> <p>How can religious stereotypes be broken down?</p> <p>What is truth?</p>
<p>Where do rules come from?</p> <p>What things are special to me?</p> <p>What places are special to me?</p>	<p>How should we treat each other?</p> <p>What is a Humanist?</p> <p>What is the meaning of the symbols and artefacts associated with different worldviews?</p> <p>What is the Golden Rule for Humanists?</p> <p>How do non-religious people celebrate Christmas and Easter?</p>	<p>Do all atheists have the same worldview?</p> <p>Why do some people who do not hold a religious worldview choose to have a naming ceremony?</p> <p>How does a religious ceremony differ from a non-religious ceremony?</p> <p>What secular celebrations are there in the community?</p>	<p>What is the difference between a secular life and a religious one?</p> <p>In what ways do people express their spirituality?</p> <p>What is the significance of rites of passage in modern life?</p>

Generic Key Content Questions and Vocabulary for Religious and other Non-religious Worldviews

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
belonging right and wrong holy belief religion	identity commitment faith worship sacred ritual community peace worldview	authority scripture ritual, ceremony marriage, death congregation spiritual justice and freedom diversity equality secular true laws, rules, values stewardship pilgrimage conscience eternal monotheism theism	universal truth unity ethics and morality pluralist ecumenical environmental sanctity immortality teleological philosophy theology theism omnipotent omniscient numinous