Religious Education Policy

Policy produced by LDBS and the Go Shine CE Federation

Adopted by Governors-Academic year 2026/27 updated 07.04.26

Review date- As changes are made

Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

The vision is for all in the school community to flourish academically, socially, spiritually so that they can 'shine in the world' now and in the future where they can be economically independent adults who have all of life's opportunities and can make a contribution to society. Thus the school vision complements the Church of England's vision to 'Serve the Common Good' and have 'life in all its fullness'.

"Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework." Church of England Vision for Education - Deeply Christian, Serving the Common Good

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design.**

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

Respect This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me.**" (Philippians 4:13)

Excellence This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

Community This connects us with each other. **We who are many, are one body in Christ.**" (Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.**" (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.**" (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Church of England school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Where does our school vision come from?

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

1. Introduction

"Religious Education should enable every child to flourish and to live life in all its fullness." (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England

Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

In teaching RE, we follow the London Diocesan Board for School's Religious Education curriculum scheme of work.

We have high expectations of all our pupils and deliver a curriculum that is rich and varied, enabling children to become religiously literate within an inclusive and safe space that promotes critical thinking and celebrates and respects difference.

We seek to foster spiritual awareness by developing a sense of awe, wonder, mystery, joy and sorrow at the created world

2. What is RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the Aims and Objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- To explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

3. Curriculum balance and time

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.

Our school timetables Religious Education as a discrete subject lesson once per week for at least one hour for every class.

See curriculum map in appendix 2 for overview

RE entitlement is totally separate from requirements for collective worship. Collective worship is not considered curriculum time for the teaching of RE.

4. Legal requirements

It is a legal requirement that Religious Education be taught to all pupils. In voluntary aided schools, the Governing Body is responsible for the syllabus for RE. The Head teacher and staff work with and under the direction of the Governors. It is the Governors' responsibility to ensure that RE is provided for all pupils in accordance with the Trust Deeds. Where these are missing, the religious education provided should be in harmony with the teachings and practices of the Church of England.

The law contains a clause which gives parents the right to withdraw their children from religious education. The school will comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. To enable clear communication, requests are to be made to the headteacher in writing, by email. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE. This is supported by ensuring that prospective families are fully informed as to what pupils learn and how pupils learn in RE. If a pupil is withdrawn from RE, parents will have the opportunity to revisit and reconsider this decision. The school will keep a record of all those withdrawn and for how many sessions.

Any pupil whose parent(s) have withdrawn them from Religious Education will complete other curriculum work in another classroom while Religious Education lessons take place in their own classroom.

5. How we teach RE:

RE is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision.

6. The intent of the LDBS syllabus

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:

    i. Ability to be critical thinkers
    ii. Ability to engage critically with texts
    iii. Ability to ask deep and meaningful questions
    iv. Ability to make connections within and across religions and worldviews
    v. Ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions
    vi. Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school
- Contributes significantly to the spiritual, moral, social and cultural development of children
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

7. Implementation of the LDBS syllabus:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

8. Religious Education at each stage

Early Years Foundation Stage

Children in Early Years have one taught RE lesson per week, following the LDBS syllabus. This is teacher-led whole class teaching and small group teaching involving stories, discussion, role-play and song. Teachers also plan RE learning into the continuous provision for children to engage with and build on whole-class teaching.

Religious Education in Key Stage One

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level.
Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview.
Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life.
They will be able to recognise that others may have a different viewpoint to their own.
Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

Religious Education in Key Stage Two

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.
By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level.
That they will be able to use confidently a wide range of religious and philosophical vocabulary.
That they will have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life.

We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children by the end of Key Stage Two, to be able to express and justify their own views with confidence.
We aim for them to be critically thinkers and be able to engage critically with Biblical and other sacred texts.
We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

9. Access to the curriculum

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.
All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

10. Impact of the LDBS syllabus

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices

- Children will have developed a deeper understanding of what it means to live life in all its fullness

11. Environment and Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and class libraries; posters and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

RE displays

Every class should have an RE display close to their worship area. The elements are consistent in every class. These include:

- The Big Question for the RE unit being studied
- The weekly lesson questions added as the unit builds up
- Key religious vocabulary with images
- Children's questions and reflections
- The big story (Christian concepts) 'timeline' with an arrow pointing to the concept being studied

12. Planning, assessment, recording, monitoring and evaluation

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

Each RE unit has an individual unit plan. It outlines the following:

- The unit title and the 'Big Questions' which will be covered
- The faith, year group and prior learning for the unit
- The core concepts focused on

- Key RE vocabulary
- A breakdown of the learning intentions for the unit
- Opportunities for cross-curricular links
- Spiritual, Moral, Cultural and Social developments
- Sensitivities to be aware of when delivering the unit
- Possible further thinking and extension activities
- Suggestions of places to visit

Teachers adapt the LDBS planning accordingly, clearly stating their learning intention, success criteria and independent activities.

Formative Assessment is ongoing in all RE lessons, through differentiated questioning. Teachers make summative assessments in the Spring Term and towards the end of the Summer Term. These assessments are based upon the LDBS assessment guidance, assessing directly what pupils have been taught in RE. Assessment statements set out the Expected Standard of substantive and disciplinary knowledge that children should know and remember by the end of the year.

Children working at Greater Depth Within Expected Standard will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

The Head of School meets with each teacher for a termly Pupil Progress Checkpoint, to discuss and moderate assessments in RE.

13. Standards and the quality of teaching and learning are monitored and evaluated in the following way:

Support is provided by the RE leader and through LDBS advice for those teachers needing help with the planning and delivery of RE.
The RE leader is responsible each term for visiting RE lessons and monitoring work in the RE books against the units of work to ensure effective coverage. A coaching approach is used for professional development of teachers where specific feedback will be provided to each teacher after monitoring and coaching by the RE leader in how to implement aby improvements identified. This is then reviewed by the RE leader as part of the continual monitoring and evaluation cycle.

14. Continued professional development:

The RE leader attends regular training with the LDBS and will then take responsibility for planning and leading staff development sessions and providing CPD support to individual members of staff.

The LDBS syllabus is accessible on the school network. Additional resources to support planning, teaching and learning are located in topic resource boxes (located centrally in the school).

15. Parents and Carers

As a school we recognise that a partnership with parents/carers is essential to help children flourish.

The school sends out a termly RE newsletter informing parents of the RE learning in each year group as well as key dates coming up in the Christian liturgical calendar.
We invite parents in to school on termly Academic Review Days to meet the class teacher and look at their child's books.
Reports to parents are provided twice per year with summative assessments on progress and attainment in RE as well as comments from teachers to help parents to support RE learning at home.

16. Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Religious Education Assessment Statements **Name:**
Expected standard Year 1

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can retell a religious (eg Christian, Hindu etc) story and talk about it.		
I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
I can explain that the creation story comes from the Old Testament in the Bible.		
Why is each person important in the Nativity story?		
I can retell the Nativity story and explain its message.		
I can explain why each person is important in the Nativity story.		
What is it like to live as a Jewish person?		
I can explain what the Torah is and how it is used by the Jewish people.		
I can explain what happens during Shabbat including the meal.		
I can explain the role the synagogue plays in the life of a Jewish family.		
Why is Easter the most important festival for Christians?		
I can explain what happened on: • Palm Sunday - Jesus' entry into Jerusalem • Maundy Thursday – The events of the Last Supper • Good Friday – Jesus' death and the build up to this • Easter Sunday – Jesus' Resurrection		
What does it mean to be a Muslim?		
I can explain that Muslims believe that there is One God, and that the prophet Muhammed (pbhuh) is his messenger.		
I can explain that the Qur'an is the holy book for Muslims		
I can explain that many Muslims pray 5 times a day, often use a prayer mat and face towards the Ka'bah in Makkah when they pray.		
Why did Jesus tell stories?		
I can retell some parables eg. The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements **Name:**
Expected standard Year 2

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can retell a religious (eg Christian, Hindu etc) story and talk about it.		
I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
I can explain that the creation story comes from the Old Testament in the Bible.		
Why is each person important in the Nativity story?		
I can retell the Nativity story and explain its message.		
I can explain why each person is important in the Nativity story.		
What is it like to live as a Jewish person?		
I can explain what the Torah is and how it is used by the Jewish people.		
I can explain what happens during Shabbat including the meal.		
I can explain the role the synagogue plays in the life of a Jewish family.		
Why is Easter the most important festival for Christians?		
I can explain what happened on: • Palm Sunday - Jesus' entry into Jerusalem • Maundy Thursday – The events of the Last Supper • Good Friday – Jesus' death and the build up to this • Easter Sunday – Jesus' Resurrection		
What does it mean to be a Muslim?		
I can explain that Muslims believe that there is One God, and that the prophet Muhammed (pbhuh) is his messenger.		
I can explain that the Qur'an is the holy book for Muslims		
I can explain that many Muslims pray 5 times a day, often use a prayer mat and face towards the Ka'bah in Makkah when they pray.		
Why did Jesus tell stories?		
I can retell some parables eg. The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements **Name:**
Expected standard Year 3

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can describe what a believer might learn from a religious story/sacred text.		
I can identify some links between beliefs being studied within a religion or worldview.		
Philosophy (Thinking)		
I can link things that are important to me and other people with the way they think and behave.		
Human/Social Sciences (Living)		
I can describe and begin to make links between some of the things that are the same and different for religious people.		
I can use religious vocabulary to describe some of the different ways people live and express their belief or worldview.		
Substantive knowledge		
What is the Bible's big story?		
I can remember and explain the big story of the Bible.		
I can remember and explain the core concepts of the Bible.		
I can explain how the Bible influences the lives of Christians today.		
How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?		
I can remember and explain the meaning of the core concept: Incarnation		
I can remember and explain what the prophecies were.		
I can remember and explain who John the Baptist is and what his message was.		
I can explain the meaning of Epiphany and the significance of the wisemen to the Christmas story.		
I can explain how the Christian community prepares for Christmas.		
What does it mean to be Jewish?		
I can explain what a promise/covenant is.		
I can explain the significance of the Shema (Affirmation of the Jewish faith); the passover; the sedar meal and the ten commandments to Jewish people		
Who is the most important person in the Easter story?		
I can explain the meaning of the core concept: Salvation		
I can explain the role Judas, Peter, the women and Mary Magdalene play in the Easter story.		
I can explain who might be viewed as the most important person in the Gospel accounts of Holy week and why.		
What did the Buddha teach his followers about life?		
I can explain the story of Prince Siddhartha and how he became the Buddha.		
I know and remember that for a Buddhist the way to end suffering is to follow the four noble truths.		
I know and remember that for a Buddhist nothing is permanent, and things are always changing.		
I can explain that for a Buddhist kindness and compassion are central to the belief.		
Who is Jesus?		
I can explain the core concepts: Incarnation and Gospel.		
I know and remember the 'I am' statements and their meaning to Christians.		
I can explain how the statements may be relevant and applied to my own life.		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements **Name:**
Expected standard Year 4

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can make links between the beliefs/ teachings of the different religions I've studied.		
I can show how beliefs influence believers' lives.		
Philosophy (Thinking)		
I can give reasons for my own and others' ideas to a given question and support my viewpoint with facts and evidence.		
I can ask questions about the moral decisions I make and know that others may make different decisions leading to a difference consequence.		
Human/Social Sciences (Living)		
I can use the correct religious vocabulary to describe and compare religious practices and lived experiences across faiths.		
I can express my own thoughts about belief, ways of living and expressing.		
Substantive knowledge		
How did belief in God affect the actions of people in the Old Testament?		
I can explain the core concept: People of God.		
I know and remember the following stories - Abra(ha)m, Moses, Ruth.		
I can explain how each person's belief in God affected their actions.		
Is the Christmas message of peace still relevant for today's world?		
I can explain the meaning of the core concept: Incarnation		
I can explain the meaning of internal and external peace.		
I can explain what the Bible says about Jesus' message of peace.		
How do Hindus worship?		
I know Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman.		
I know that many Hindus start their prayers with the Aum sound which was the first sound that began the creation of the universe.		
I can explain that many Hindus worship at a shrine in the home and at the mandir.		
What is Holy Communion and how does it build a Christian Community?		
I can explain the meaning of the core concept: Salvation		
I can explain how Holy Communion links to the Last Supper and Jesus' commandment – do this in remembrance of me.		
I can explain why the church celebrates Holy Communion and the meaning behind the liturgy.		
I can explain how celebrating Holy Communion might help build the Christian community today.		
What does it mean to live as a Hindu?		
I know and understand how belief in karma and dharma might affect a Hindu's actions.		
I can explain Hindu practices associated with birth and childhood, particularly the Upanayana.		
I can explain how belief in ahimsa may cause/ lead some Hindus to be vegetarian and care for the world.		
I can explain what Hindus believe about death, reincarnation and moksha.		
Why is liturgy important to many Christians?		
I can explain how important each of the different elements of the liturgy are when compared to one another and what the relationship between them.		

I can explain the role of liturgy for Christians in building their relationships with God, with each other and with themselves.		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements **Name:**
Expected standard Year 5

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can suggest reasons for the similar and different beliefs which people hold.		
I can describe how different sources of authority are used to help shape belief, actions and views.		
Philosophy (Thinking)		
I can begin to consider and apply ideas about ways in which diverse communities can live well together.		
I can express and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion.		
Human/Social Sciences (Living)		
I can begin to explain the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the similarities and differences found within and between religions.)		
Substantive knowledge		
What do the miracles tell us about Jesus?		
I can explain the core concept: Incarnation.		
I know and remember the following miracles: Jesus turning water into wine at the wedding of Cana in Galilee, the feeding of the 5000, the woman who touched Jesus' garment, the miracle of the raising of Lazarus.		
I can explain how the miracles of Jesus signpost us to who Jesus is – both human and divine – incarnation.		
How do art and music convey Christmas?		
I can explain the meaning of the core concept: Incarnation		
I can explain what makes a piece of art sacred.		
I can explain the influence carols have on conveying the central beliefs of Christmas to the world.		
How did the first five Sikh Gurus shape Sikhism? + How do the final five human Sikh Gurus shape Sikhism?		
I can explain how Sikhism developed with each Guru.		
I can explain what Sikh practices today are influenced by the teachings of the Gurus.		
I can explain the importance of equality in Sikhism.		
What happens in churches during Lent, Holy Week and Easter Sunday?		
I can explain the meaning of the core concept: Salvation		
I can explain the church rituals linked with Ash Wednesday and the services during Holy week.		
I can explain the meaning of the ritual for the believer.		
How do Muslims live and embrace their faith in a diverse world?		
I can explain significance and importance of the Shahadah to a Muslim's life.		
I can explain importance of zakat for Muslims and the impact it has on an individual's way of thinking.		
I can explain how a Muslim expresses and embraces their faith will be different for each individual as there is diversity within Islam		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements **Name:**
Expected standard Year 6

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can explain why believers hold key beliefs, and why they use worship and rituals to mark important events in life.		
Philosophy (Thinking)		
I can consider the challenges of belonging to a religion today.		
I can explain my view of how people express their ideas about the meaning and purpose of life, giving examples.		
I can explain how beliefs and teachings influence what people think about ethical/ moral questions.		
Human/Social Sciences (Living)		
I can begin to explain the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the similarities and differences found within and between religions.)		
Substantive knowledge		
What might the journey of life and death look like from a Christian perspective?		
I can explain what a rite of passage is within the Christian Faith.		
I can explain the meaning of baptism and confirmation as sacraments of initiation.		
I can explain what marriage means for a believer.		
I can explain how the sacraments are significant to a believer's life.		
I can explain what Christians believe happens after death.		
How would Christians advertise Christmas to show what Christmas means today?		
I can explain the meaning of the core concept: Incarnation		
I can explain the difference between the secular and religious views of Christmas.		
I know the different emphases, the Gospels give to the Nativity narrative and the reasons why.		
I can explain some of the reasons why churches advertise Christmas.		
What does it mean to be a Buddhist?		
I can explain what Buddhism teaches about suffering.		
I can explain the role the noble eight-fold path plays in helping a Buddhist live their life well and to end suffering.		
I can explain what samsara is and how a Buddhist understands karma as a way of breaking free from samsara.		
I can explain what being part of the sangha means for a practising Buddhist.		
How does the Christian festival of Easter offer hope?		
I can explain what forgiveness, salvation and hope mean from a Christian perspective.		
I know the parable of the prodigal son and can explain the key concepts within it: Forgiveness, jealously, repentance, redemption		
I know story of Zacchaeus and the paralysed man and can explain the key concepts within it: repentance and forgiveness.		
I know and remember the stations of the cross and can explain how they link to the concepts of forgiveness, salvation and hope.		
I can explain how the resurrection narratives help to understand what Christian hope is.		
How has the Christian message survived for over 2000 years?		
I know and remember the account of Pentecost found in Acts and its impact.		
I can explain the key concepts found within the Apostles' Creed and its significance.		

I can explain how Christians use the Bible and reasons why translating it into different languages is important.		
I know about world and local mission and the reasons why Christians are motivated to share the Christian message.		

February assessment point **On track to** _____

July assessment point _____

Appendix 1 - Non-negotiables for RE for class teachers

The core purpose of RE is to enable pupils to develop their religious literacy. To enable this to happen, effective teaching must include the following:

- RE must be taught in accordance with the RE syllabus agreed by the school Governing Board.
- The correct time allocation must be given to the teaching of RE in accordance with the Church of England Statement of Entitlement.
- RE must be taught as an academic subject.
- Children must make the necessary progress in learning the RE curriculum - growing in condence and becoming religiously literate.
- Teachers' subject knowledge must be secure.
- RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom.
- The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)
- RE lessons must be planned in accordance with the school's planning expectations for all other subjects.
- Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning.
- Teachers must be aware of end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.
- On-going assessment must take place.
- RE must be taught through an enquiry-based approach to answer the Big Question for each unit.
- The big question must be shared with the children at the beginning of the unit and referred to in each lesson.
- Each lesson must be driven by a question which links to the big question being explored.
- Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean and the big story of the Bible.
- Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning.
- Opportunities for children to engage in Biblical text analysis must be made available.
- A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson.
- A wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.
- Opportunities for effective talk, discussion, debate and critical thinking must be made available as this is often when you will hear children share their profound thoughts and demonstrate what they know and the skills they are able to apply.
- Presentation in books must be of a high standard.
- Pupil's work in books must be in line or better than work seen in other core subjects
- There must be evidence in the books that demonstrate children are making progress in the subject.
- Teacher feedback must relate to RE substantive and disciplinary knowledge, understanding and skills and not English based objectives.
- Teacher feedback must lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.
- Visits and visitors must be planned for across the year to support the RE learning. Ensure you follow the school's guidance on planning an educational visit and guidance around inviting visitors into school.

RE learning journey to include the following:

- The big question
- Six subsidiary questions
- Religious vocabulary related to the unit

- Children's responses and reflections to each question
- Children's own questions
- Examples of children's work related to individual lessons
- Biblical timeline and core concepts*

*Each classroom to have a Biblical timeline and core concepts on display so that children can refer to it during the teaching of units, enabling them to develop their understanding of the Bible and its chronology.

Recording in Pupils RE books:

- Not every RE lesson will have a written outcome (although many will).
- The outcome of some RE lessons might be a photo page, with text explaining the purpose of the lesson and the pupil outcomes eg. discussion/debate/role-play etc (Occasionally, the outcome of an RE lesson might be a piece of high quality art work.)

Appendix 2 - RE Curriculum map

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Christianity** **Concept:** Belonging Who am I?	**Christianity** **Concept:** Celebration Why is Christmas special?	**Christianity** **Concept:** Special What makes us special?	**Christianity** **Concept:** Celebration How do people celebrate Easter?	**Christianity** **Concept:** Special What are the special places and people in our community?	**Christianity/World Faith** **Concept:** Belonging What objects and clothes are important to some people?
Reception	**Christianity** **Concept:** Creation Who made the wonderful world and why?	**Christianity** **Concept:** Incarnation Why is Christmas special for Christians?	**Christianity** **Concept:** Incarnation Why do Christians believe Jesus is special?	**Christianity** **Concept:** Salvation What is so special about Easter?	**Christianity/Islam** What makes a place special?	**Christianity/Islam/ Judaism** What can we learn from stories?
1	**Christianity** **Concept:** Creation What responsibility has God given people about taking care of creation?	**Christianity** **Concept:** Incarnation Why is each person important in the Nativity story?	**Judaism** **Concept:** Ways of expressing meaning, Questions of identity, diversity and belonging What is it like to live as a Jewish person?	**Christianity** **Concept:** Salvation Why might many Christians say that Easter is the most important festival?	**Islam** **Concept:** Ways of living Questions of values and commitments What does it mean to be a Muslim?	**Christianity** **Concept:** Gospel Kingdom of God Why did Jesus tell stories?

2	**Christianity** **Concept:** Gospel Kingdom of God Why did Jesus teach the Lord's prayer as the way to pray?	**Christianity** **Concept:** Incarnation How does the symbol of light help us to understand the meaning of Christmas for Christians?	**Judaism** **Concept:** Ways of living Questions of values and commitments How are Jewish festivals celebrated and remembered?	**Christianity** **Concept:** Salvation How do the symbols of Easter help us to understand the meaning of Easter for Christians?	**Islam** **Concept:** Ways of living Questions of values and commitments How do Muslims show commitment to God -Allah?	**Christianity** **Concept:** Ways of expressing meaning Questions of values and commitments Why do Christians make and keep promises before God?
3	**Christianity** **Concept:** 8 core concepts of the Bible What is the Bible's Big Story?	**Christianity** **Concept:** Incarnation How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	**Judaism** **Concept:** Beliefs, teachings and sources of wisdom and authority Questions of values and commitments What does it mean to be Jewish?	**Christianity** **Concept:** Salvation Who is the most important person in the Easter story?	**Buddhism** **Concept:** Beliefs, teachings and sources of wisdom and authority Questions of values and commitments What did the Buddha teach his followers about life?	**Christianity** **Concept:** Incarnation Gospel Who is Jesus (I am …. statements)
4	**Christianity** **Concept:** People of God How did belief in God affect the	**Christianity:** **Concept:** Incarnation Is the Christmas message of peace	**Sanatana Dharma (Hinduism)** **Concept:** Beliefs, teachings and sources of	**Christianity** **Concept** Salvation What is Holy Communion and	**Sanatana Dharma (Hinduism)** **Concept:** Ways of living Ways of expressing meaning	**Christianity** Why is liturgy important to many Christians?

	actions of people from the Old Testament?	still relevant to today's world?	wisdom and authority Ways of living Ways of expressing meaning How do Hindus worship?	how does it build a Christian community?	What does it mean to be a Hindu?	
5	**Christianity** **Concept:** Incarnation What do the miracles tell us about Jesus?	**Christianity** **Concept:** Incarnation How do art and music convey Christmas?	**Sikhi** **Concept:** Beliefs, teachings and sources of wisdom and authority Ways of living How did the first five Sikh Gurus shape Sikhi?	**Christianity** **Concept:** Salvation What happens in churches during Lent, Holy Week and Easter Sunday?	**Sikhi** **Concept:** Ways of living Questions of identity, diversity and belonging How did the final five human Sikh Gurus shape Sikhi?	**Islam** **Concept:** Questions of identity, diversity and belonging How do Muslims live and embrace their faith in a diverse world?
6	**Christianity** **Concept:** Rites of passage Sacrament What might the journey of life and death look like from a Christian perspective?	**Christianity** **Concept:** Incarnation How would Christians advertise Christmas to show what Christmas means today?	**Buddhism** **Concept:** Ways of expressing meaning Questions of meaning, purpose and truth What does it mean to be a Buddhist?	**Christianity** **Concept:** Salvation How does the Christian festival of Easter offer hope?	**Christianity** **Concept:** Kingdom of God How has the Christian message survived for over 2000 years?	Who decides? (Version a or b) Roles and responsibilities

To note:
It is recommended that the Easter and Christmas units are taught over a six-week period to allow enough time to teach the units in depth. Some units only 4 or 5 sessions have been planned. However, allowing six weeks, gives teachers the flexibility to teach 1 session over two lessons.