

Religious Education Policy



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Rights Respecting
Schools linked
article:



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Aims

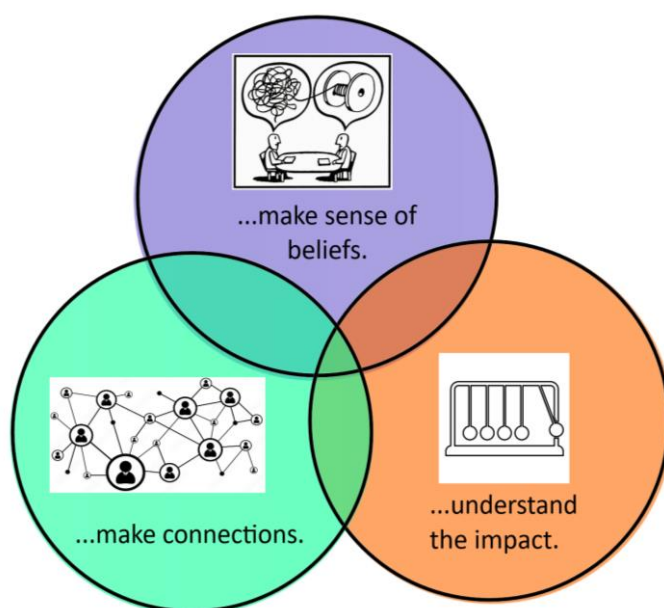
At Grand Avenue Primary and Nursery School, we aim to help pupils develop a coherent understanding of several religions and encourage them to compare different traditions. We strive for all children to become curious, deep-thinking learners who develop strong religious literacy in order to hold balanced and well-informed conversations about religions, beliefs and the world around us. We aim to provide children with an appreciation of how the understanding of faiths and communities informs and influences their future.

We follow the Kingston *Standing Advisory Council on Religious Education* (SACRE) programme of study. Lessons are based around one of our key concepts:

- Make sense of belief
- Make connections
- Understand the impact

These concepts, knowledge and skills are revisited throughout each year as the children progress through the school with increasing complexity, allowing pupils to both make connections to and build on their previous learning. In Key Stage 1, Christianity, Judaism and Islam are covered. In Key Stage 2, Christianity, Hinduism, Islam and Judaism are covered. These areas of the curriculum at Grand Avenue follow the outline of the SACRE

programme of study. To represent our community at Grand Avenue, we also cover Sikhism and Humanism in Key Stage 2. All year groups are encouraged to visit a place of worship linked to their learning.



We consider very carefully the knowledge that pupils build through the RE curriculum, because accurate knowledge about religion and non-religion can be beneficial for achieving different purposes and aims for RE.

A commitment to high expectations about scholarship in the curriculum guards against pupils' misconceptions. Carefully selected and well-sequenced substantive content and concepts are planned (see Curriculum overview Appendix A).

'Ways of knowing' are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn. Consideration of when pupils should relate the content to their own personal knowledge (for example, prior assumptions) is also a priority.

Responsibilities

The class teacher will:

- Follow the programme of study as prescribed in The Kingston Agreed Syllabus for Religious Education (2023-2028)
- Plan Religious Education lessons enabling children to learn through religion and about religion
- Assess knowledge and understanding of RE for all pupils at regular intervals using a variety of tasks.
- Encourage children's spiritual development
- Ensure children show clear progression and development of their knowledge and understanding of the subject as they move through the school;

The RE co-ordinator will:

- Support the class teachers in their planning/teaching
- Lead staff meetings on the development of RE
- Attend the relevant courses and disseminate information.
- Monitor the use of the designated programmes of study through lesson observations and book looks.
- Manage, organise, update and order appropriate resources.
- Regularly evaluate the use and impact of resources available.
- Liaise with staff in organising visits and visitors to support the teaching of RE.
- Monitor the recording of Acts of Worship.
- Ensure a calendar of faiths is updated annually and referred to in the planning of assemblies.
- Ensure subject has cross curricular links where possible and relevant.

The Governing Body will:

- Evaluate the success of the policy through visits to school.
- Review and update RE policy as appropriate.
- Support the implementation of the policy.
- Attend relevant training.
- Ensure funding is available to support the teaching of RE.

Planning, Monitoring and Evaluation

Long term planning - see The Kingston Agreed Syllabus for Religious Education (SACRE) and school curriculum map. Teachers also using the RE skills ladder for reference.

Medium term planning - a half-termly programme of lessons is completed. These are recorded on a school proforma and indicate any cross curricular links.

Short term planning – lesson plans are created for each individual lesson indicating groups, support, resources, differentiation and assessment for learning.

Assessment

Records are made at the end of each year showing children's attainment in Religious Education. Children are recorded as 'working towards ARE', 'meeting ARE' or

'exceeding ARE'. These records are kept on a central system and passed on to the receiving teacher each year.

The criteria used to make these judgements are based on the Programme of study taught in each year group.

Resources

A range of resources and artefacts for Religious Education are available to staff. A topic box for each religion is kept in the resources cupboard. Each box includes artefacts, books, fact sheets, teacher guides and posters.

The library also has a number of books available to borrow to support the teaching of each topic.

Extra resources are added on an annual basis after consultation with all class teachers.

Equal Opportunities

At Grand Avenue we ensure that every child (regardless of physical, sensory, intellectual, emotional or behavioural difficulties, gender, social and cultural backgrounds, religion or ethnic origin) has access to a range of religious based experiences which:

- Are developmentally appropriate.
- Are as a result of structured and purposeful activities.
- Cover relevant areas of religious education learning.

Parental and Community Involvement

Visits and visitors serve to enrich the programmes of study and these are actively encouraged to support the experiences of RE for our children. Regular visits to places of worship are organised to support learning within a year group.

Right of withdrawal

Parents are made aware of their right to withdraw their children from acts of worship or RE lessons. This is clearly set out in the school prospectus. Any children who are withdrawn are properly supervised.

Teachers are also able to withdraw from collective worship on grounds of conscience.

We endeavour for all aspects of RE in our school will be as inclusive as possible. We regard collective worship as a time of celebration which reflects our school aims and values.

Appendix A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Diwali (Hindu)	Christmas / Hanukah (Christian / Jewish)	Vaisakhi (Sikhism) <i>Being special: Where do we belong? F4</i>	Easter (Christian)	Eid (Muslim)	<i>Identify their places are special and why?</i>
Reception (At least 4 of these topics should be covered)	Why is the word 'God' so important to Christians F1 Diwali (Hindu)	Why is Christmas so special for Christians? F2 Christmas around the world	<i>Which places are special F5</i> <i>Themselves and others and why?</i>	Why is Easter special for Christians? F3	<i>Which stories are special and why? F6</i>	<i>Being special: Where do we belong? F4 (link to Nursery) Identifying what makes myself and other people special.</i>
Year 1	<i>What do Christians believe God is like? (God) Special books</i> 1.1	(Link reception) Review Christmas story, Hanukah, Diwali (Moon festival?)	<i>What makes some places sacred to believers? Places of worship : church, mosque, synagogue, temple</i> 1.8		Who do Christians say made the world? (Creation) 1.2	What is the good news Christians believe Jesus brings? 1.4
Year 2	<i>What does it mean to belong to a faith community? Why do people belong to a faith? 1.10</i> Link to RHE	Why does Christmas matter to Christians? Review Christmas story. 1.3	Who is Jewish and how do they live? (God, Torah, People). Synagogue and Shabbat 1.7	Why does Easter matter for Christians? (Salvation) 1.5	Who is a Muslim and how do they live? (God, Tawhid, Ibadan, Iman) Eid and Ramadan 1.6	How should we care for others and the world and why does it matter? 1.9
Year 3	<i>Symbolism in religion: Christianity, Islam, Hinduism, Judaism, Buddhism, Sikhism</i> What do Hindus believe God is like? (Brahman/atman) What does it mean to be Hindu in Britain today? (Dharma)		What do Christians learn from the creation story? (Creation/Fall) 2.1 Other creation	Why do Christians call the day Jesus died 'good Friday' (Salvation) 2.5	Sikhism - Introduction to Sikhism and their beliefs and values. Recognise parts of the Khanda wheel and its symbolic	<i>What is it like for someone to follow God? All religions</i> 2.2

	2.7/2.8 Rama and Sita / Karma / Diwali		stories and compare. Similarities and differences.	Link to Year 2 Spring 2.	meaning.	
Year 4	What is the Trinity and why is it important for Christians? 2.3	What kind of world did Jesus want? (Gospel). 2.4	How do festivals and worship show what matters to a Muslim? (Badah) 2.9 How do Muslims wish to live / focus on the five pillars / representation of Allah.	How do festivals and family life show what matters to Jewish people? (God, Torah, People) 2.10 Special meals (including Seder) and the importance to other faiths.	How and why do people mark the significant events of life? 2.11	How and why do people try to make the world a better place? 2.12
Year 5	How do Christians decide how to live? (Gospel) 2.4 How do other faiths and non-faiths decide to live and compare?	For Christians, what kind of king is Jesus? 2.6 Commercialism of Christmas. How do people around Britain celebrate Christmas? Sociological view of Christmas in Britain today.	What does it mean to be a Muslim in Britain today? (Tahwid, Iman, Badah) 2.8 (Link to year 2/Summer 1)	Why is the Torah so important to Jewish people? (God / Torah) 2.9 Sukkot	Sikhism – Focus – Sikhism (5K’s) Explain the role of Guru Nanak Summarise the key beliefs of Sikhism Explain the 5K symbols of Sikhism Compare how Sikhs worship with another religion	<i>How does faith help when life gets hard?</i> 2.12
Year 6	What does it mean if Christians believe God is holy and loving? 2.1 <i>How and why should religious communities</i>	Why do Hindus want to be good? (Karma, dharma, samsara, moksha) (Link to year 3 Autumn 2) 2.7 Hindu God project	What matters most to Humanists and Christians? 2.10 <i>Why do some people believe in God and some people not?</i> 2.11	Buddhism Buddha Dhama wheel 8 fold path	Creation and science: conflicting and complimentary? 2.2(Creation) Link to science / evolution	<i>What can be done to reduce racism? Can religion help?</i> 2.13

	<i>do more to care for the Earth? 2.14</i>					
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