



Herne CE Infant and Nursery School

Religious Education Policy

Date of last review: September 2024

Date of next review: September 2025

Staff Responsible: Jessie Morgans



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)

Intent

Religious education is a legal entitlement for every pupil. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. Religious Education in our school enables every child to flourish and to live life in all its fullness. It helps educate for dignity and respect, encouraging all to live well together with a deep respect for the integrity of other religious traditions (and world views) and for the religious freedom of each person.

We firmly believe that RE is an important subject in our children's learning. It is a major contributor to the ethos of our school. RE contributes to the outworking of our church school's Christian Vision. It is our intention to provide a loving, safe and nurturing environment through which all can grow and develop spiritually, emotionally, physically, creatively and intellectually. We celebrate and treasure every member of our school community and the rich variety of faith and non-faith backgrounds that make up our school community. We endeavour to be totally inclusive and enable everyone to grow together happily.

Aims

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- 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.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.

- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

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.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.

- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- 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.

Curriculum balance and time

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. This includes incorporating learning into C.O.O.L time in Reception and continuing onto Year 1 and Year 2, and in Year 1 and 2 through Rainbow Challenges.

EYFS – Year R		
Autumn 1	Autumn 2	Spring 1
Creation <i>Why is the word God so important to Christians?</i> <u>Outcomes:</u> • LQ: Transition Can I talk about Christian values and how this links to my school? • LQ: To know that the word 'God' is a name. Who are Christians? • LQ: What is the Bible and why is it special? • LQ: Who do Christians believe made the world? • LQ: Why do Christians call God an amazing creator? Children will know that: • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our beautiful world and so we should look after it.	Old Testament Stories <i>Which stories are special and why?</i> <i>(2 weeks)</i> Incarnation <i>Why do Christians perform Nativity plays at Christmas?</i> <u>Outcomes:</u> • LQ: How do Christians find out what Jesus was like? • LQ: What is the story of how Jesus was born? • LQ: How do Christians celebrate the birth of Jesus in Church? • LQ: How do Christians celebrate the birth of Jesus in their community? • LQ: How do Christians celebrate the birth of Jesus at home? Children will know that: • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God.	New Testament Stories <i>Which stories are special and why?</i> <u>Outcomes:</u> • LQ: Can I explore the meaning of the word Gospel? • LQ: Can I say what a disciple is and why they are important? • LQ: Can I say why forgiveness links to good news in the Bible? • LQ: Can I explore the parable of the Lost Sheep? • LQ: Can I explain what a miracle is? • Christians believe that Jesus brings good news for all people.
Spring 2	Summer 1	Summer 2
Salvation <i>Why do Christians put a cross in an Easter garden?</i> <u>Outcomes:</u>	World Faith Stories <i>Which stories are special and why?</i> <u>Outcomes:</u> • LQ: Can I say what my favourite story is and why?	World Faith Stories <i>Which stories are special and why?</i> <u>Outcomes:</u> LQ: Can I talk about what Sikh people learning from the example of Guru Nanak?

• LQ: Can I say what shape is a special symbol for Christians? • LQ: Can I say why Christians given palm crosses? • LQ: Can I talk about what happened to Jesus at Easter time? • LQ: Can I explore what do Christians do on Good Friday? What special things does the cross remind Christians about? • LQ: Can I talk about how Christians celebrate Easter Sunday? Children will know that: • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves' • Christians believe Jesus came to show God's love. • Christians try to show love to others.	• LQ: Can I explore our world religions? • LQ: Can I retell and talk about the story of David and Goliath? Can I discuss why trust is important? • LQ: Can I talk about the story of Jonah and the Whale? Can I talk about our school value of forgiveness and honesty? • LQ: Can I explore stories that are important to Muslim children? • LQ: Can I explore stories linked to Islam culture? (Not Now Noor)	LQ: Can I explore the story of Rama and Sita? LQ: Can I explore the festival of Holi? (The Colors of Holi) LQ: Can I spot symbols of different world faiths in stories? (Little Glow) LQ: Can I spot symbols of different world faiths in stories? (Eight Nights Eight Lights)
Key skills Talk about ... things, places, times, feelings, what people do. Think about ... Recognise some ... Identify some ... Say what ... Recall some simple stories Recall what happens Get to know and use appropriate words to talk about their thoughts and feelings Give examples linked to their own lives Share and record occasions when things have happened in their lives		

Year 1		
Autumn 1	Autumn 2	Spring 1
God <i>What do Christians believe that God is like?</i> <u>Outcomes:</u> • LQ: Transition Can I talk about Christian values and how this links to my school? • LQ: Can I discuss what a parable is and explore the hidden meaning?	Incarnation <i>Why does Christmas matter to Christians?</i> <u>Outcomes:</u> • LQ: Can I discuss how incarnation fits into the big story? • LQ: Can I discuss the story of Christmas? • LQ: Can I talk about the symbols of Christmas?	Gospel <i>What is the good news that Jesus brings?</i> <u>Outcomes:</u> • LQ: Can I say what good news Jesus brings to Christians about friendship? • LQ: Can I say what good news Jesus brings to Christians about sharing?

• LQ: Can I talk about the types of prayer a Christian may say? • LQ: Can I talk about how Christians show that they love God? • LQ: Can I explore the meaning of forgiveness? Is it always easy to forgive? • LQ: Can I talk about the story of Jonah and what it means to Christians? Pupils will know that: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways to please him . • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves' • Christians believe Jesus came to show God's love. • Christians try to show love to others.	• LQ: Can I Talk about how Christmas is celebrated? • LQ: Can I talk about why Christmas is a time for giving? • LQ: Can I talk about why Christmas matters to Christians today? Pupils will know that: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus coming.	• LQ: Can I say what good news Jesus brings to Christians about faith? • LQ: Can I say what good news Jesus brings to Christians about trust? • LQ: Can I say what good news Jesus brings to Christians about forgiveness? Pupils will know that: • Christians believe that Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Spring 2	Summer 1	Summer 2
Salvation <i>Why does Easter matter to Christians?</i> Outcomes: • LQ: Can I talk about how spring time links to new life? • LQ: Can I say why Easter is an important time for Christians? • LQ: Can I tell stories of Holy Week and Easter from the Bible and recognise a link with idea of salvation? • LQ: • LQ: Can I identify Christian symbols of Easter? • LQ: Can I give three examples of how Christians show their beliefs about Jesus' death	Judaism <i>Who is Jewish and what do they believe?</i> Outcomes: • LQ: Can I talk about the special symbol for Jewish people? • LQ: Can I talk about what a Mezuzah reminds Jewish people about? • LQ: Can I say what a Synagogue is and why it is a special place for Jewish people? • LQ: Can I say what the Torah is and why it is important? • LQ: Can I talk about how	Judaism <i>Who is Jewish and what do they believe?</i> Outcomes: • LQ: Can I talk about the Jewish story of creation from the Bible? • LQ: Can I say why Shabbat is a special time for Jewish people? • LQ: Can I say why Passover is a special time for Jewish people? • LQ: Can I explain what happens in a

and resurrection in church worship at Easter? Pupils will know that: - Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose from the dead, giving people hope of a new life.	Jewish people show they care? LQ: Can I discuss the stories Jewish people tell from the Torah?	Havdalah ceremony? - LQ: Can I say why Chanukah is a special time for Jewish people? - LQ: Can I say why a Bar / Bat Mitzvah is an important time for Jewish children?
End of KS1 Skills Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas		

Year 2		
Autumn 1	Autumn 2	Spring 1
Creation <i>Who made the world?</i> <u>Outcomes:</u> - LQ: Transition Can I talk about Christian values and how this links to my school? - LQ: Can I explain what creation means to me? - LQ: Can I re-tell the story of creation? (Writing link) - LQ: Can I explore how the story of creation links to looking after God's world? (Creation artwork) - LQ: Can I say how Christians show they are thankful? (at Harvest time) - LQ: Can I explore God's role as the creator and consider what responsibility means? - LQ: Can I talk about the best part of our world? Pupils will know that Christians believe:	<i>Understanding the World</i> <i>How should we care for others and the world?</i> <i>Why does it matter? Outcomes:</i> LQ: What do Christian, Jewish and non-religious people believe about caring for people? LQ: How do some religious and non-religious people show that they care for people? LQ: What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? LQ: How can I care for the world and make a difference? LQ: What do I believe about the beauty of our world? (Oliver Jeffers – Here We Are) Pupils will: - Recognise the similarities and differences between how people show they care and care for the	Humanism <i>Who are Humanists and how do they live?</i> <u>Outcomes:</u> LQ: What do humanists believe? What do they value? What are their goals and ambitions and what motivates them? LQ: What is the humanist understanding of human origins, human nature, and human potential? (Human Beings) LQ: How do humanists answer questions about the world around them and decide what to believe? (Understanding The World) LQ: What do humanists believe is the best way to live and where do they locate happiness and meaning? (The One Life) LQ: How do humanists decide what it means to be good and how do they think we can best answer moral questions?

• God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	world between different religions.	• LQ: What kind of a world do humanist want and what goals do they have for society? (Society) Pupils will: • Know what humanism is and begin to understand what humanists believe. • Know what humanists believe about caring for others, our world, morals and society.
Spring 2	Summer 1	Summer 2
Salvation <i>Digging Deeper</i> <i>Why does Easter matter to Christians?</i> <u>Outcomes:</u> • LQ: Can I say how God, Incarnation, Gospel and Salvation are part of the 'Big Story' of the Bible? • LQ: Can I say what happened in the Easter Story and why? • LQ: Can I say what example did Jesus set during Holy week? • LQ: Can I say why forgiveness is important to Christians? • LQ: Can I explain what I have learnt from the Easter story and how do Christians celebrate it? • LQ: Can I say how Christians show their beliefs about Jesus, our saviour, in Church worship?	Islam <i>Who is a Muslim and what do they believe?</i> <u>Outcomes:</u> • LQ: Can I explore what we think about God and how this links to Islam? • LQ: Can I explain who was the Prophet Muhammad, and why is he important to Muslims? • LQ: Can I explore stories of the Prophet that Muslims love to tell? • LQ: Can I explain what makes a place or an object special to us? And to Muslims? • LQ: Can I say what a mosque is, and what happens at a mosque? • LQ: Can I explore how and why Muslims pray and worship at the mosque?	Judaism <i>Who is a Muslim and what do they believe?</i> <u>Outcomes:</u> • LQ: Can I explore Islam in our local area? • LQ: Can I say what we can learn from Muslim holy words? • LQ: Can I explain what happens at the celebration of Eid-ul-Fitr, and why? • LQ: Can I explore stories linked to Islam? • LQ: Recap Who is a Muslim, and what do they believe?
End of KS1 Skills Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas		

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

For our children at Herne, there are multiple opportunities to explore their learning outside of the lesson; in the Foundation stage, children access additional religious education through their C.O.O.L time and stories, in Year 1 through their Rainbow Challenge activities and in Year 2 through their enrichment activities and trips outside of school.

Differentiation and Special Needs

Teaching will be planned in line our Teaching and Learning Values Statement, with explicit differentiation that enables all abilities of children to be challenged and make best progress according to their needs.

Equal Opportunities

It is important that the contribution of all pupils should be valued in RE lessons. No pupil should feel that they are being discriminated against because of any views that they may express. Pupils' questions, views and opinions should be treated with sensitivity and respect. RE can challenge stereotypes, misinformation and misconceptions about race, gender and religion encouraging a positive attitude to diversity.

Assessment, Recording and Reporting

Assessment in Religious Education will follow the school assessment cycle. Pupils' progress and attainment will be tracked regularly.

Assessment will be through observation and evidence of work completed, recognising the range of skills and attitudes the subject seeks to develop.

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring standards of teaching and learning

Monitoring will take place through review of planning, lesson observations, review of the year group R.E big book, learning walks and pupil voice. This will follow the school's monitoring cycle and will be undertaken by the Senior Leadership Team and RE subject leader. The Governing Body and staff from other local Church schools will also feed into monitoring activities.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Right of withdrawal from Religious Education

We firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do

encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

The legal Position of Religious Education

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must 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. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Responsibilities for RE within the school (including school self-evaluation)

RE subject Leader: Miss Jessie Morgans

Link governor: Reverend Chris Carnaby-Denyer

Senior leadership Team: Mrs Liz Thomas-Friend (Executive HT), Miss Lucy St.John (HoS)

The RE subject leader will regularly review the policy, the scheme of work and the resources. They will support colleagues and develop their own subject expertise. The subject leader will also develop an action plan for RE in order to maintain standards and improve provision, teaching and learning across the school.

Date of validation..... Signed.....

Chair of Governors

Date of review..... Signed.....

Chair of Governors