



*Inspire Learning, Ignite Curiosity*

## **Marlow C of E Infant School Religious Education Policy 2023**

***Then God said, “Let us make humankind in our image, in our likeness”***

***Genesis 1:26***

### **Rationale**

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

### **Legal Position**

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Religious education in our school reflects the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019.

The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects

### **Intent**

Religious Education at our school provides the opportunity for children and adults to reflect on the ways in which beliefs influence how people live their lives. These beliefs and life experiences affect the way people behave and this behaviour has an impact on others and the world we live in. The Religious Education curriculum has a key role to play in helping children to develop their spirituality and begin to understand that they have a part to play in creating the world they live in.

Our Religious Education curriculum aims to inspire the children to be able to take the risks and become more confident in holding balanced and informed discussions relating to 'Big Questions', 'Big Ideas' and religious beliefs at an age appropriate level. We want children to understand that people have different beliefs and that it is important to mindfully listen to these people and show respect for these beliefs. In so doing they will have the essential foundations needed to become good citizens of the planet, being responsible members of the society and showing that they know the importance of treating everyone with dignity.

We aim, through learning in religious education:

- To enable every pupil to flourish and to live life in all its fullness
- To enable 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 educate for dignity and respect, encouraging all to live well together.
- To enable pupils to gain knowledge and understanding about other major religions, specifically Judaism, and worldviews. Appreciating diversity, continuity and change within Judaism and worldviews studied, fostering respect for others is a key focus of this learning
- To engage pupils with challenging questions of meaning and purpose raised by human existence and experience.
- To enable pupils 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 allow pupils to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

### **Implementation**

RE is taught using an enquiry-based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

The school uses the Understanding Christianity resource to organise and plan the Christianity aspect of its' religious education curriculum.

The RE curriculum at Marlow Church of England Infant School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. In Key Stage 1, at least 50% of the time is devoted to Christianity. The remainder of the time is focused on Judaism.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons. The time dedicated to religious education is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year;

Religious education in Key Stage 1 is taught in weekly lessons in 12 units. The 12 units being divided between the two year groups are taught 1 unit per ½ term - a total of 6 units per year group. Details are laid out in the long-term plan. For 10 of the half terms, units focus mainly on Christianity, with one lesson each half term covering an aspect of Judaism. For the remaining 2 half terms, the focus is solely on Judaism, when children are given the opportunity to learn at depth about Judaism and the diversity within this faith. Other world faiths are covered as well through lessons and collective worship. One hour is allocated to each lesson.

In Reception the approach, with regard to times and content, is more flexible. Again, based on the Understanding Christianity resource, units of work are taught within cross curricular themes and discreet lessons.

All learning in each unit of work starts with pupils' own experience and then moves to learning about the related religious content and experience and then onto what pupils can learn from this.

Religious Education is taught by class teachers and takes place mainly in the classroom. Other areas of the school are used, however, to allow the use of a range of teaching strategies including cross-curricular links where possible.

### **Inclusion**

Religious education has a very high profile within the church school curriculum and learning activities provide fully for the needs of all learners.

Careful attention to these individual needs should be given at the planning stage. This can be assisted if the following is taken into account:

- The importance of relating the activities to the pupils' own experiences including:
  - Those whose experience are entirely secular or of a faith other than Christianity and who have no Christian values and/or beliefs.
  - Pupils who themselves have a strong personal faith commitment
- The importance of adapting or extending activities for:
  - Pupils who have special needs across the curriculum in particular in literacy and/or numeracy.
  - Pupils who are more able and talented in other areas of the curriculum including RE.
- An emphasis on learning through the visual, aural and tactile, and expressions of that learning through non-verbal and creative media
- The use of practical activities and learning through first-hand experiences e.g. visits to places of worship, opportunities to meet members of faith communities and investigation of artefacts.
- Offering opportunities for response and reflection and the use of self-evaluation and assessment
- The use of extension activities to enable those with a developed capacity for sensitivity and empathy to explore these
- The use of a wide range of resources to draw on individual capabilities the needs of all children can be satisfactorily met within the teaching of RE

See the school's SEND policy and the Equalities policy for more detail.

### **Cross Curricular**

R.E has links with many subjects across the curriculum. There are opportunities within each unit for pupils to use and develop their speaking and listening and writing skills. Dance, Music and Art can also be used as starting points for units of work as well as a means for pupils to express themselves and what they have learned.

### **Resources**

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

Resources to support the curriculum are kept in the staff room. This includes topic boxes to support each area of learning, big books, and a selection of general religious education books.

The school library contains copies of the Bible and illustrated bible stories suitable for different age groups.

### **Assessment, recording and reporting**

Assessment takes place as each unit is taught and at the end of each unit and is recorded on the plan against the learning outcomes.

In Key Stage 1, each child has their own religious education exercise book in which any appropriate work is recorded. This is used solely for work linked to the religious education main teaching. Any written work is marked in accordance with the school's feedback policy and assessed, where appropriate, against the unit's learning outcomes. In Reception and Year 1, each class has a religious education floor book which holds pictures and outcomes from learning in religious education. The floor books show the range of learning and the progress that the children have made through the curriculum.

Attainment in Key Stage 1 is measured in terms of knowledge and understanding ('Understanding Christianity' knowledge building blocks) and outcomes for end of KS1 which lay out an expected standard. At the end of Key Stage 1, children will be judged as working towards (WT), working at (WA) the expected

standard. Assessments are recorded using the school's Learning Ladders tracking system and progress is tracked termly.

In the Reception attainment is measured in terms of knowledge & understanding ('Understanding Christianity' knowledge building blocks) and assessment is also carried out in line with the Foundation Stage Profile. Work is kept in learning journals and in a class book.

A written report of progress in RE is issued for each pupil annually.

### **The Right of Withdrawal**

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject.

However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

### **The Role of Governors**

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

### **Role of RE Subject Leader:**

The RE Subject Leader will have overall responsibility for RE curriculum within the school including:

- Ensuring there is a clear, unambiguous RE policy, and that staff understand its implications
- Having an up to date scheme of work which effectively implements the RE Agreed Syllabus
- Providing RE advice & support to all staff
- Informing the CPD Lead of relevant INSET needs
- Maintaining up to date resources to meet all the necessary requirements of RE teaching
- Organising the storage and purchase of equipment
- Maintaining liaison with other schools within the Liaison group
- Liaising with subject co-ordinators over opportunities for cross-curricular links
- Maintaining an effective system for assessment & recording of pupil achievement in RE
- Monitoring and reviewing RE practice and provision through consultation with relevant agencies including Buckinghamshire Council and Oxford Diocese.

### **Religious Education policy**

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Religious Education subject leader and the SLT.
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupils work

### **Policy review**

This policy is reviewed regularly, at least every 3 years.

Date reviewed: September 2023

Date of next review: September 2026

## Appendix



Marlow C of E Infant School  
 Long Term plan - Summary  
 Subject: Religious Education  
 2023-24

|           |  | Autumn  |  | Spring  |   | Summer  |  |
|-----------|--|---|--|---|---|---|--|
| Reception |  | Nursery Rhymes  | Our Wonderful World & Me   | Destination Outer Space   | Once Upon A Time  | Julia Donaldson   | Out of Africa  |
|           |  | End Point   | End Point  | End Point   | End Point   | End Point   | End Point  |
|           |  | Knowing that the word God is a name<br>Knowing that most Christians believe that God is the creator of the universe | Knowing that most Christians believe that God came to earth in human form as Jesus | Knowing that Christians believe that Jesus came to show that all people are precious and special to God | Knowing that Christians remember Jesus' last week at Easter<br>Knowing that Jesus' name means 'He saves'. | Knowing that Christians believe Jesus came to show God's love<br>Knowing that Christians try to show love to others | Knowing that Christians believe God made our wonderful world and so that we should look after it |
|           |  | Area of subject   | Area of subject  | Area of subject   | Area of subject   | Area of subject   | Area of subject  |
|           |  | <b>GOD</b><br>Why is the word God so important to Christians?   | <b>INCARNATION</b><br>Why do Christians perform nativity plays at Christmas?       | <b>INCARNATION</b><br>What makes every single person unique and precious?                               | <b>SALVATION</b><br>Why do Christians put a cross in an Easter Garden?                                    | <b>SALVATION</b><br>How can we help others when they need it?   | <b>CREATION</b><br>How can we care for our wonderful world?                                      |

|        |              |   |   |  |  |  |   |
|--------|--------------|---|---|--|--|--|---|
| Year 1 | Christianity | Awesome Autumn  | Kings, Queens and Castles   | Frozen Planet  | Java   | Tomorrow's World   | Seaside   |
|        |              | End Point   | End Point   | End Point  | End Point  | End Point  | End Point   |
|        |              | Beginning to know that Christians: believe in God, and that they find out about God in the Bible; believe God is loving, kind, fair and forgiving, and also Lord and King; worship God and try to live in ways that please him. | Beginning to know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem; the Bible points out that Jesus' birth showed that he was extraordinary; Christians celebrate Jesus' birth and that Advent for Christians is a time of getting ready for Jesus' coming. | Beginning to know that: Christians believe that Jesus brings good news for people; for Christians, this good news includes being loved by God, and being forgiven for bad things that 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 & path | Beginning to know that: For Christians 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 | Beginning to know that Christians: believe that God created the universe; Christians believe that the Earth and everything in it are important to God; believe that God has a unique relationship with human beings as their Creator and Sustainer; believe that humans should care for the world because it belongs to God. |   |
|        |              | Area of subject   | Area of subject   | Area of subject  | Area of subject  | Area of subject  | Area of subject   |
|        |              | GOD<br>What do Christians believe God is Like?  | INCARNATION<br>Why does Christmas matter to Christians?   | GOSPEL<br>What is the good news that Jesus brings?   | SALVATION<br>Why does Easter matter to Christians?   | CREATION<br>Who made the world?  |   |
|        | Judaism      | End Point   | End Point   | End Point  | End Point  | End Point  | End Point   |
|        |              | Beginning to know what most Jewish people do during the Festival of Sukkot and why it is important to them  | Beginning to know what most Jewish people do during the Festival of Hanukkah and why it is important to them  | Beginning to know what most Jewish people do during the Tu B'Shevat festival and why it is important to them   | Beginning to know what most Jewish people do during Passover and why it is important to them   | Beginning to know what most Jewish people do during Shabbat and why it is important to them  | Beginning to understand the roots of the Jewish faith and show some knowledge of Jewish articles of faith and how they link to Jewish beliefs |
|        |              | Area of subject   | Area of subject   | Area of subject  | Area of subject  | Area of subject  | Area of subject   |
|        |              | SUKKOT<br>Why is Sukkot important to Jewish people?   | HANUKKAH<br>Why is Hanukkah important to Jewish people?   | TU B'SHEVAT<br>Why is Tu B'Shevat important to Jewish people?  | PASSOVER<br>Why is Passover important to Jewish People?  | SHABBAT<br>Why is shabbat important to Jewish people?  | JEWISH FAITH<br>Who is Jewish and what do they believe?   |

|        |              |  |   |   |   |   |  |
|--------|--------------|--|---|---|---|---|--|
| Year 2 | Christianity | Great Fire of London   | Heroes & Villains   | Flight  | Under the Sea   | Habitat Hunters   | India  |
|        |              | End Point  | End Point   | End Point   | End Point   | End Point   | End Point  |
|        |              | Knowing that Christians: believe in God, and that they find out about God in the Bible; believe God is loving, kind, fair and forgiving, and also Lord and King; worship God and try to live in ways that please him                                     | Knowing 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 he was extraordinary; Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.     | Knowing that: Christians believe 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. | Knowing 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 | Knowing that Christians: believe that God created the universe; believe that the Earth and everything in it are important to God; believe that God has a unique relationship with human beings as their Creator and Sustainer; believe that humans should care for the world because it belongs to God. |  |
|        |              | Area of subject  | Area of subject   | Area of subject   | Area of subject   | Area of subject   | Area of subject  |
|        |              | GOD<br>What do Christians believe God is Like?   | INCARNATION<br>Why does Christmas matter to Christians?   | GOSPEL<br>What is the good news that Jesus brings?  | SALVATION<br>Why does Easter matter to Christians?  | CREATION<br>Who made the world?   |  |
|        | Judaism      | End Point  | End Point   | End Point   | End Point   | End Point   | End Point  |
|        |              | Making links between Moses and the Israelites time in the desert and the festival of Sukkot; Being able to identify the significance of 2 of the elements of the festival of Sukkot and link them to the story of Moses and the Israelites in the desert | Making links between the rededication of the Holy Temple after it had been destroyed by enemies of the Jewish people; Being able to identify the significance of 2 of the elements of the festival of Hanukkah and link them to the story of the rededication of the temple | Being able to talk about how the celebration of Tu B'Shevat links to Jewish teachings<br>Being able to say how Tu B'Shevat reminds Jewish people of their duty to care for the natural world  | Being able to make links between the Exodus story and the Passover festival;<br>Being able to link 2 of the elements of the Passover meal to the Exodus story   | Being able to talk about how the ritual of Shabbat links to Jewish teachings; Being able to identify the significance of 2 elements of Shabbat to Jewish people   | Being able to say what most Jews believe; Being able to retell the story of Abraham; Knowing that a synagogue is a special place to Jewish people; Being able to identify 3 key features or special objects that can be found in a synagogue and say what happens there; Asking questions about Judaism; Being able to name the books in the Torah; Knowing the significance of the Torah. |
|        |              | Area of subject  | Area of subject   | Area of subject   | Area of subject   | Area of subject   | Area of subject  |
|        |              | SUKKOT<br>What are the origins of the festival of Sukkot?  | HANUKKAH<br>What are the origins of the festival of Hanukkah?   | TU B'SHEVAT<br>What are the origins of Tu B'Shevat?   | PASSOVER<br>What are the origins of the feast of Passover?  | SHABBAT<br>What are the origins of Shabbat?   | JEWISH FAITH<br>Where do Jewish people worship God?  |