



Andrews' Endowed is a Church of England Voluntary Aided School with control from the Diocese of Winchester. This school was built on the foundation of the Christian faith, therefore knowledge and understanding of Christianity will always remain central in order to fulfil the provision of the trust deed.

Our School Values of Love, Courage and Respect underpin everything that we do at our school.

**Definition:**

The purpose of Religious Education (RE) is to support the development of children's values and their spiritual, moral, social and cultural understanding. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

**Aims:**

- To provide a wider range of encounters with religion, which will help children form a view of the world that they can apply to their own understanding.
- To encourage and develop children's interest and opinions about concepts that are common to themselves and religions.
- To develop and express their own values, spirituality and beliefs through developing a reflective approach to life.
- To enable children to consider the effects religion can have on people's lives
- To be a school where we:
  - o Nourish those of the faith
  - o Encourage those of other faiths
  - o Enable those who have no faith to explore and develop their thinking

**Principles of teaching and learning in RE:**

RE at Andrews' Endowed Church of England Primary School is taught in line with the Hampshire Agreed Syllabus (Living Difference), with reference to Diocesan guidelines. We follow the recommended time allocation for RE of 36 hours for Key Stage 1 and 45 hours for Key Stage 2. RE can be taught as either weekly lessons or in blocked units. Decisions on which approach works best are made by individual teachers, in consultation with the RE manager, depending on the topic for each half term.

Each unit within 'Living Difference' is concept led, making reference to children's own experiences and thoughts.

Concepts are introduced progressively, and enable the pupils to interpret religion in relation to human experience. Concepts can be classified as:

- Concepts that are common to all human experience, such as remembering, specialness, celebration, rights, duty and justice;
- Concepts that are shared by many religions and used in the study of religion, such as God, worship, symbolism, the sacred, discipleship, stewardship
- Concepts that are specific to particular religions, such as dukkha, Trinity, redemption, khalsa, Torah.



Christianity is studied in every year group, in accordance with the legal requirements of the Education Act 1996. In Foundation Stage (YR), pupils engage with aspects of Christianity and the other religion being explored in Key Stage 1. In Key Stage 1 (Y1/Y2), the children study Judaism. In Key Stage 2, Hinduism is studied in Y3 and Y4, and Islam in Y5 and Y6. The long term plan for RE is attached to this policy as an appendix.

### **RE in the Foundation Stage:**

RE in the Foundation Stage is covered through the 'Personal, Social and Emotional Development', and 'Understanding the World' aspects of learning and development. Where possible, links are made between RE and other areas of learning, as children work towards the Early Learning Goals. Children encounter simple concepts which are particularly appropriate for this stage in their development such as 'Specialness' through the Hampshire Agreed Syllabus (Living Difference).

### **Strategies for the teaching of RE:**

RE stands as an academic subject in line with other such subjects within the school and is treated as such. It is taught in accordance with the school's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning. These being:

- Exploiting cross-curricular links wherever possible
- Links are made with creative arts such as drama, music, art and literacy
- A mix of whole-class, group and individual approaches
- Mixed ability grouping where appropriate

Wherever possible, we use first hand experience as a stimulus for learning. We encourage children to question the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.

When planning and delivering the curriculum, reference is made to ensure that the health and safety, equal opportunity and special needs policies are met.

The school has close links with the local church where visits for learning are carefully planned. Outside visitors from the world faiths studied in school also contribute to the RE curriculum.

### **Strategies for progression and continuity:**

The RE manager provides long-term and medium-term planning. Individual teaching staff are responsible for short-term planning of each unit to suit the individual needs of the class. Support from the RE manager is available if needed.

Monitoring of RE teaching is undertaken periodically by the RE manager and/or Headteacher, in accordance with the school's monitoring schedule. The aim of any monitoring is to ensure the quality of teaching and learning, and to check that there is appropriate continuity and progression within the subject across the school.



**Strategies for recording and reporting:**

Assessment procedures for RE follow the assessment and marking policies of the school. Assessments are made to monitor the attainment and progress in RE, raise standards and inform future planning. Attainment in RE is recorded by individual class teachers and reported to the RE manager. Children's progress in RE is reported to parents annually.

**Strategies for the use of resources:**

A range of resources are available to enrich the RE curriculum, including artefacts, DVDs and poster booklets. Resources are audited each year and ordered by the RE manager in consultation with the Headteacher regarding budget allocations.

The resources are stored in the boxes near the ICT suite. The library in school is also a valuable resource for Bibles, religious stories or stories exploring a range of concepts.

Use is made of the Hampshire RE centre to supplement and enhance the resources available to the staff and children. Teachers should discuss any resource needs with the RE manager who can order a huge range of resources from the RE centre.

**Legal Framework and Parental right of withdrawal:**

The Education Act 1996 requires that:

- Religious education should be taught to all pupils/students other than those in nursery classes and except for those withdrawn at the wish of their parents.
- Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education
- Religious education in all county and voluntary controlled schools should be taught in accordance with an agreed syllabus
- An agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain
- An agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils
- An Agreed Syllabus Conference must be convened every five years to review the existing syllabus.

The Hampshire Agreed Syllabus, 'Living Difference', adheres to the requirements above.

Whilst we acknowledge that parents have the right to withdraw their children from the teaching of RE, any parent wishing to withdraw their child would need to arrange a meeting with the Headteacher first. We would seek wherever possible to achieve a common understanding and a way forward which was mutually acceptable, putting the needs of the child first and foremost.

It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute RE within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.

**Andrews' Endowed Church of England Primary School RE Overview (revised)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns	Thanking* (Harvest)  communicate	Celebration (Jesus' birthday) Incarnation evaluate	Special People (Friends of Jesus)  enquire	Celebration* (New life) Salvation evaluate	God (Creation) God/Creation communicate	Special Clothes* (Special clothes in religion) contextualise
Year 1	Celebration* (Harvest) Creation enquire	Journeys End (The Christmas story) Incarnation evaluate	Change (People Jesus met) Gospel communicate	Welcoming* (Palm Sunday) Salvation contextualise	Rules (Rules and values in a community) apply	God (Jewish ideas about God)  communicate
Year 2	Belonging (Judaism: Family)  enquire	Symbol (Light at Advent) Incarnation communicate	Storytelling* (Stories Jesus told) God evaluate	Authority (Key events in the life of Jesus) Gospel contextualise	Specialness (Special books: The Bible and The Torah) apply	Worship (Special places: synagogue) enquire
Year 3	Good and Evil* (Hindu traditions - Divali) communicate	Messengers (Angels) Incarnation contextualise	Temptation (Making choices) Gospel enquire	Changing Emotions* (Easter) Salvation apply	Ritual (Hindu Rites of Passage) evaluate	Creation (Creation stories) Creation contextualise
Year 4	Devotion * (Hindu worship)  communicate	Prophecy (The Magi and their gifts) Incarnation evaluate	Message (Jesus' teachings) People of God communicate	Ritual (Paschal candle) Salvation enquire	Symbol* (Trees as a symbol)  contextualise	Stewardship (Caring for creation) Creation/Fall apply
Year 5	Submission* (Introduction to Islam: Muhammad and the Qur'an) cotextualise	Holiness (Mary Mother of God)  Incarnation enquire	Divinity (Christian miracle stories about Jesus) Gospel communicate	Sacrifice (Crucifixion)  Salvation evaluate	Wisdom (Are sacred books wise?) Kingdom of God apply	Umma/Community* (Five pillars of Islam)  contextualise
Year 6	Ideas about God* Christian/Muslim (God Talk) enquire	Interpretation (Birth Narratives) Incarnation contextualise	Prayer (Prayer) People of God enquire	Resurrection/ Salvation Salvation (The empty cross) apply	Christian/Muslim Rites of passage (The Journey of Life) communicate	Salvation* (The Christian Story) Creation/Fall/Salvation evaluate

\* Hampshire RE resource pack in school for this unit. Assessment focus in blue

[Link to Understanding Christianity](#)

Revised Oct 2017

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns	Thanking (Harvest and Sukkot)	Celebration (Jesus' birthday) contextualise	Special People (Friends of Jesus) enquire	Celebration* (New life) evaluate	Specialness (Special things) communicate	Special Clothes (Special clothes in religion) contextualise
Year 1	Celebration (Harvest)	Journeys End (The Christmas story)  evaluate	Change (People Jesus met)  contextualise	Sad and Happy* (Easter story)  contextualise	Rules (Rules and values in a community) apply	God (Christian/Jewish ideas about God) communicate
Year 2	Belonging (Judaism: Family) enquire	Symbol (Light at Advent)  communicate	Storytelling* (Stories Jesus told)  evaluate	Authority (Key events in the life of Jesus) contextualise	Specialness (Special books: The Bible and The Torah) apply	Worship (Special places: Church and Synagogue) enquire
Year 3	Good and Evil (Hindu traditions - Divali) communicate	Messengers (Angels)  enquire	Temptation (Making choices)  contextualise	Suffering (Easter: The key events) apply	Ritual (Hindu Rites of Passage) evaluate	Creation (Creation stories)  communicate
Year 4	Devotion (Hindu worship)  communicate	Prophecy (The Magi and their gifts) contextualise	Message (Jesus' teachings)  contextualise	Ritual (Paschal candle)  enquire	Symbol (Trees as a symbol)  communicate	Stewardship (Caring for creation)
Year 5	Submission* (Introduction to Islam: Muhammad and the Qur'an) cotextualise	Holiness (Mary Mother of God)  enquire	Divinity (Christian miracle stories about Jesus)  apply	Sacrifice (Crucifixion)  evaluate	Wisdom (Are sacred books wise?)  communicate	Umma/Community* (Five pillars of Islam)  contextualise
Year 6	Ideas about God* Christian/Muslim (God Talk) evaluate	Interpretation (Birth Narratives)  contextualise	Prayer (Prayer)  enquire	Resurrection/ Salvation (The empty cross) apply	Christian/Muslim Rites of passage (The Journey of Life) communicate	Salvation* (The Christian Story)  evaluate

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Assessment focus in blue