



St. John's CE Primary School
Friern Barnet
Religious Education Policy for VA
Schools



“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)

1. Introduction

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education (RE) 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.

School context and expectations

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.

Our school motto 'FAITH, EXCELLENCE AND ENJOYMENT' puts 'Faith' at the forefront and at the heart of our identity as a church school.

RE is much more than an academic subject. Religion has sought to make sense of the on-going human search for meaning, context and purpose in the face of life and death: "Who am I?"; "What am I?"; "Where am I?" Faith offers a profound spiritual dimension to the search.

As a Church of England school, Christianity provides the framework for beginning the spiritual discovery and experience of faith. The children learn to discern the teachings of Christ as the way of developing positive attitudes, behaviour and relationships needed to develop and sustain a community. The Christian Values as found in the "Fruit of the Spirit" (Galatians 5: 22-23) are at the heart of our curriculum and learning, and represent all that we are and all that we aspire to be. Through Collective Worship, both at school and at church, children learn to communicate with God and to value the positive role He plays in the fulfilment of their lives. Children become conversant with religious practice and the awe, wonder and mystery inherent in the liturgy of the church and throughout the Christian Gospel. They visit churches of other Christian denominations to appreciate the similarities we share and the differences that divide us and so attain a sense of the way faith evolves over time and through events and experiences.

Of great importance is the need for Religious Education to reflect the community of the school and society at large: to recognise 'our neighbour' and live out the commandment 'to love one another'. The multi-cultural and multi-faith dimension of our school and its

community is respected: the children study the major faiths- their customs, festivals and way of life; they visit other places of worship to understand their practices; they listen to stories and experiences of other worshippers and how these have shaped their lives. Children learn to respect and acknowledge each other thus 'prejudice through ignorance' is avoided: "Whatever you wish that others would do to you, do also to them..." (Matthew 7:12).

Religious Education is often recognised as the 'key driver' in providing opportunities for SMSC development and the promotion of British Values (although by no means exclusive).

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% in key stages 1-4.

St John's RE Curriculum overview taken from the LDBS model syllabus:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Festival Topic Based: Diwali The story of Rama and Sita	Hanukkah- What is Hanuakah and why is it important?	What does the word Kindness mean? Book of kindness	Easter Story What is so special about Easter?	Religious stories Noah's Ark - topic related boats and animals	EID- HAJJ Why are these objects special? Special items

	<p>What makes us unique?</p> <p>What makes me special?</p> <p>Why do we pray?</p> <p>Why is prayer important?</p> <p>How important is it to us?</p> <p>Why do we love our family?</p>	<p>Hanukkah How Do Jewish People Celebrate Hanukkah?</p> <p>Why are these objects special? What is a Menorah? What is the Star of David? important religious artefacts and items cooking making lanterns Menorah's, star of David Christmas Story(Jesus birth) Retell the story of the birth of Jesus.</p>	<p>What makes mums special?</p> <p>The beautiful world God's creation</p> <p>How do plants grow?</p> <p>Looking after nature</p>	<p>Why is the cross so special?</p> <p>What do Christians do at Easter? What is special about Easter?</p>	<p>Animals went two by two nursery rhyme</p> <p>What makes a place special?</p>	<p>Prayer mat- Ehram model of the Kaaba Story of Abraham and Isaac</p> <p>Why is the mosque special to Muslims?</p>
YR	<p>Who made the wonderful world and why?</p>	<p>Why is Christmas special for Christians?</p>	<p>Why do Christians believe Jesus is special?</p>	<p>What is so special about Easter?</p>	<p>What makes a place special?</p> <p>Christian Cross Muslim mosque worship place of worship</p>	<p>How did Jesus rescue people?</p>
Y1	<p>What responsibility has God given people about taking care of creation? (6 lessons)</p> <p>Christian God Bible Creator Adam and Eve</p>	<p>Christmas- Why is each person important in the Nativity Story? (5 lessons) Incarnation</p> <p>Archangel Gabriel Mary Joseph shepherds King Herod wise men love</p>	<p>Judaism: What is it like to live as a Jewish person? (6 lessons)</p> <p>Judaism Star of David Menorah Torah Shabbat Challah loaf Synagogue</p>	<p>Easter –Why is Easter the most important festival for Christians? (4 lessons) Salvation</p> <p>Last Supper Good Friday Cross Easter Sunday Resurrection</p>	<p>Islam: What does it mean to be a Muslim? (6 lessons)</p> <p>Islam Muslim Allah Prophet Muhammad Qur'an</p>	<p>Why did Jesus tell stories? (6 lessons)</p> <p>Last Supper Good Friday Cross Easter Sunday Resurrection</p>

<p>Y2</p>	<p>Why did Jesus teach the Lord's Prayer as the way to pray? (6 lessons) Gospel, Kingdom of God</p> <p>prayer Lord's prayer Heaven Kingdom Forgive/ness Sins Trespases Temptation Evil</p>	<p>Christmas: How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 lessons) INCARNATION</p> <p>Incarnation Christmas Christingle Light of the world Holy Halo</p>	<p>Judaism Why are they having a party? (6 lessons) WAYS OF LIVING QUESTIONS OF VALUES AND COMMITMENTS</p> <p>Jewish people Festival Remembering</p> <p>Rosh Hashanah Yom Kippur Sukkot Sukkah Hanukkah Hanukkiah</p>	<p>Easter: How do the symbols of Easter help us to understand the meaning of Easter for Christians? SALVATION</p> <p>salvation symbol Last Supper Holy Communion Passover/Pesach Sacrifice Forgiveness</p>	<p>Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah? (6 lessons)</p> <p>Islam Muslim Allah Prophet Qur'an Ramadan Wudu Ka'bah Makkah Prayer mat Islamic compass Commitment</p>	<p>Why do Christians make and keep promises before God? (6 lessons)</p> <p>belonging community Christian Church symbol baptism christening font John the Baptist marriage Vows/promise</p>
<p>Y3</p>	<p>What is the Bible's Big Story? (6 or 8 lessons)</p> <p>Bible Old Testament New Testament God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God</p>	<p>Christmas: How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas? (5 lessons)</p> <p>Incarnation Christmas prophet prophecy John the Baptist Advent Epiphany Gold, frankincense and myrrh</p>	<p>Judaism What does it mean to be Jewish? (6 lessons)</p> <p>promise covenant Abraham Moses Shema Mezuzah Passover Pesach plague Israelite Egyptians</p>	<p>Who is the most important person in the Easter story? (5 lessons)</p> <p>Salvation Disciple Betrayal Denial forgiveness redemption crucifixion resurrection</p>	<p>Buddhism What did the Buddha teach his followers about life? (6 lessons)</p> <p>Buddha Enlightenment suffering greed ignorance selfishness Four noble truths</p>	<p>Who is Jesus (I amstatements) (6 lessons)</p> <p>Incarnation Gospel Jesus metaphor resurrection eternal life hope truth</p>
<p>Y4</p>	<p>How did belief in God affect the actions of people from the Old Testament? (6 lessons)</p>	<p>Is the Christmas message of peace still relevant to today's world? (6 lessons)</p>	<p>Hinduism How do Hindus worship? (6 lessons)</p>	<p>Easter: What is Holy Communion and how does it build a Christian Community? (4 lessons)</p>	<p>Hinduism What does it mean to be a Hindu? (6 lessons)</p>	<p>Liturgy: Why is liturgy important to many Christians? (6 lessons)</p>

	<p> blessing vocation selflessness sacrifice</p>	<p> prophecy Advent Gold, frankincense and myrrh: Biblical meaning of peace Prince of Peace</p>	<p> Aum Brahman Prasad shrine</p> <p>(visit Hindu centre North London)</p>	<p> Holy Communion sacrament confession forgiveness</p>	<p> Bhagavad Gita chanting deity offerings pilgrimage</p>	<p> confession Eucharist intercession offertory silence</p>
<p> Y5</p>	<p>What do the miracles tell us about Jesus? (6 lessons)</p> <p> Incarnation miracle gospels faith resurrection</p>	<p>Christmas: How do art and music convey Christmas? (5 lessons)</p> <p> Incarnation Theology Nativity sacred secular religious Christmas carol</p>	<p>Sikhism: How did the first five Sikh Gurus shape Sikhism? (6 lessons)</p> <p> Anand Karaj Gurdwara Guru Guru Granth Sahib Granthi Khanda Karah parshad Langar Lavan. Naam Karan Sewa Sikh</p>	<p>Easter: What happens in Churches during Lent, Holy Week and Easter Sunday? (6 lessons)</p> <p> ritual Lent Ash Wednesday Holy Week Palm Sunday procession vigil Good Friday Maundy Thursday Stripping of the Altar Eucharist Garden of Gethsemane Holy Saturday Paschal candle Hosanna</p>	<p>How did the final five human Sikh Gurus shape Sikhism? (6 lessons)</p> <p>Completing Sikhism Weeks 4,5 and 6</p> <p> Kesh Kangha Kara Karah Parsad Karma Piri Khanda</p>	<p>Islam</p> <p>How do Muslims live and embrace their faith in a diverse world?</p> <p> God Shahadah Prophethood Iman Ibadah Akhlqaq Revelation Zakat</p>
<p> Y6</p>	<p>What might the journey of life and death look like from a Christian perspective? (6 lessons)</p> <p>Trip to church and talk from Rev Dagmar on baptism</p> <p> Rite of Passage Sacrament</p>	<p>Christmas: How would Christians advertise Christmas to show what Christmas really means today? (5 lessons)</p> <p> Incarnation theology Gospel – good news secular</p>	<p>Buddhism</p> <p>What does it mean to be a Buddhist? (6 lessons)</p> <p> Buddha The noble eightfold path Meditation Samsara Nirvana Sangha</p>	<p>Easter: How does the Christian festival of Easter offer hope? (6 lessons)</p> <p> salvation forgiveness redemption resurrection Stations of the Cross</p>	<p>Christianity</p> <p>How has the Christian message survived over 2000 years? (6 lessons)</p> <p> Apostle creed evangelism Great Commission missionary parish pentecost</p>	<p>Thematic Unit: Who Decides? Who decides? Version A Version B (6 lessons)</p>

	Baptism Confirmation Marriage Eternal life	religious		eternal hope	persecution underground church	
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At St. John's we recognise that the RE entitlement is totally separate from requirements for Collective Worship which occurs at a different time in the week.

4. Legal requirements

RE 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 RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

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 distinctively Christian vision of the 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.

5. How we teach RE:

RE at St John's C of E 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

At St. John's we follow the LDBS RE syllabus. It's aims are:

- 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:
 - ability to be critical thinkers;
 - ability to engage critically with texts;
 - ability to ask deep and meaningful questions;
 - ability to make connections within and across religions and worldviews;
 - ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions;
 - 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. Early Years Foundation Stage

At St. John's we currently follow our own RE syllabus as shown above in the curriculum overview grid. It is our intention to follow the LDBS RE syllabus for EYFS once completed. The concepts are outlined below.

The nursery curriculum covers the following concepts:

- Who am I?
- Celebrations (Why is Christmas special?; special celebrations i.e. birthdays)
- Stories
- Journeys (Easter; special journeys the children make)
- Belonging (Special places, people, objects - introduction to school rector)
- Stories

The reception curriculum covers the following concepts:

- Belonging; Creation (Who made the wonderful world?)
- Celebrations; Incarnation (Why is Christmas special to Christians)
- Incarnation (Why do Christians believe Jesus is special? Miracles)
- Journeys; Salvation (What is special about Easter?)
- Belonging (What makes a place special? Contrasting places of worship - churches, mosque)
- Stories (What can we learn from stories? To include stories from Christianity, Judaism and Islam)

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;

- able to use confidently a wide range of religious and philosophical vocabulary;
- 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;
- to be critical thinkers and be able to engage critically with Biblical and other sacred texts;
- 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, 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.

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.

10. Environment and Resources

RE is funded to enable a range of resources on different religions to be purchased and/or borrowed from the Barnet Schools Library service, such as books for teachers and pupils, posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding also allows, where possible, visits to different places of worship and provides 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 RE 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.

11. 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 2/3 Christian and 1/3 other major world faiths.

We ensure that teachers complete the end of unit assessment activities for formative assessment and ensure that assessment grids are used for our summative assessment throughout each half term. Each child is given a corresponding level B, WT, WA, WGD.

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

- lesson walks
- regular monitoring of planning
- book looks - books are monitored to ensure that lessons are being taught and the coverage met.
- pupil voice - termly
- Staff INSET meetings - RE is a regular agenda in staff meetings where non-negotiables are laid out and followed up in subsequent meetings. Through meetings and discussions, leaders identify staff needs and respond to them, ensuring quality CPD is provided either in staff Inset sessions or staff meetings to ensure that staff subject knowledge is secure (see CPD section below).
- Class environment is maintained to required standards, e.g. weekly questions are displayed.

13. Continued professional development:

RE Leads attend subject leader meetings run by the LDBS and feedback to staff. RE is prioritised and dedicated staff meetings are scheduled in. As a school we buy into the LDBS core package which offers staff training sessions.

14. Parents and Carers

As a school we recognise that a partnership with parents/carers is essential to help children flourish. Our school website has a dedicated RE and Collective Worship page with important information regarding these aspects of school life including relevant policies. RE guidelines are available for parents on the website in the Curriculum tab. Forecasts outlining coverage is posted to the website as well as google classroom. Parents are also invited to attend any church services during the year.

Parents are informed of pupil progress at parent consultation meetings which take place twice each year. Parents also receive end of year reports including a summary of pupils' attainment and achievements within RE.

15. 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 RE 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 RE across the school in collaboration with the leadership team;
- to support staff in the teaching of RE 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 RE 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.

Evaluation/Review

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every **two years** by the Governing Body.

Date of validation: November 2024

Date of review: November 2026