



## Fryern Infant and Junior Schools

### R.E. Policy

#### **Legal Requirement:**

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. In this school this means the Agreed Syllabus for Religious Education for Hampshire. R.E. will be taught at The Federation of Fryern Infant and Junior Schools, in line with the county agreed syllabus “Living Difference IV” (<https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf>). The syllabus asks that children encounter four golden threads – Community, Belonging, Special and Love – which are developed as the children move through the school.

#### **Rationale:**

Religious education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

Indoctrination and conversion are **not** part of the educational process and therefore have **no place** in religious education. Religious education is an educational subject in its own right, taught within an educational framework.

#### **Aims:**

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as ‘ultimate questions’;
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities;
- To learn **from** religions in addition to gaining knowledge and understanding **about** religions.

#### **Practice:**

The Contribution of R.E. to the wider curriculum:

We recognise the important contribution that the teaching of RE contributes to the development of children’s spiritual, moral, cultural and social education. We see it as integral in the delivery of citizenship.

Reviewed September 2023  
Review date: September 2025

**Planning:**

A long-term overview of the RE curriculum provides a two-year rolling cycle, to ensure continuity and progression. Medium term plans have been produced for each unit of work.

**Responsibilities:**

It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE coordinator to ensure that the RE curriculum is effectively planned, assessed and resourced. It is the responsibility of the teacher to deliver and assess lessons.

**Schemes of Work:**

The Schemes of Work for RE follow the “Living Difference” strategy of delivery through the study of concepts.

In early years, a religious education theme is planned as an integral part of the school life and curriculum. At this stage it is not necessary to teach about specific faiths, but foster an awareness of, and an interest in, various religions.

At key stage 1 Pupil focus on Christianity and Judaism. In Key stage 2 the key faith focus’ are: Christianity, Sikhism and Hinduism in key stage 2. (See the long-term overview for KS1 and KS2).

**Teaching and Learning Strategies:**

The RE curriculum will be delivered in line with the procedures agreed in the school’s teaching and learning policy. RE is delivered in blocked units. Links are made with the creative arts including drama, art music. A mix of whole class, group and individual approaches are used.

**Assessment, recording and reporting arrangements:**

Class teachers will assess the children using the agreed assessment framework for RE. Recording of children’s attainment will take place at the end of each unit of work. Children’s attainment in RE will be reported to parents as part of the annual written report to parents.

**Use of technology:**

Where it is deemed appropriate, ICT will be used to deliver the RE curriculum.

**Reference to other policies:**

This policy should be read in conjunction with the school’s policies including equal opportunities, special educational needs, health and safety, and behaviour management.

**Right of Withdrawal:**

All parents are informed of their right to withdraw their children from RE lesson.

**Review:**

This policy will be reviewed every two years.

Standards in the quality of the delivered RE curriculum will be monitored by the RE leaders through monitoring of assessment, lesson observations, pupil interviews and work sampling.

Reviewed September 2023  
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Governors will monitor RE through the Governors Curriculum Committee and wider curriculum strategy group.

**Key stage 1:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Visit to church (Harvest). Avril assembly 17.10.17	Christ Church assembly 7.11.17? St Martins assembly 28.11.17	Avril assembly 13.2.18 St Martins assembly 13.3.18	Visit to church (Easter). Avril assembly 24.4.18	Christ Church assembly 15.5.18?	Avril assembly 19.6.18 St Martins assembly 10.7.18 Year R trip to URC church 3.7.18 Year 1 trip to St Edward's- 2.7.18 Year 2 trip to St Boniface 4.7.18
Year R	No RE needed to be taught this term. (Optional Belonging- developing a sense of belonging)	Celebration- Jesus' birthday	Storytelling- Stories Jesus Told	Celebration- New Life	Specialness- Special Clothes	Specialness- Special Things Visit to church
Year 1	Thankfulness- Harvest and Sukkot	Journey's End- Nativity Journeys.	Change- People Jesus Met	Welcoming- Palm Sunday	Belonging- Belonging in Judaism.	Specialness- Special Places Visit to church
Year 2	Creation.	Light as a symbol- Advent and light (including Hanukkah).	Authority- Events in the life of Jesus.	Sadness to Happiness- Easter.	Remembering- Passover.	Specialness- Special Books (including Torah). Visit to church

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**Key stage 2:**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<b>Guru Nanak Birthday –</b> (November). <b>Concept:</b> New Beginnings.	<b>Angels</b>  <b>Concept:</b> Angels	<b>Guru Nanak Concept Change</b>  (PSHE link –RRR SMSC)	<b>Holy week</b>  <b>Concept:</b> Suffering	<b>Sacred Texts:</b> Sacred writings Sikhism Guru Granth Sahib.  <b>Concept:</b> Sacred	<b>Places of Worship: Gurdwara Concept</b> Sacred place Equality Contextualise AB
	S	C	S	C	C and S	C and S
4	<b>Baisakhi SK's</b>  Concept identity	<b>Advent</b>  <b>Concept:</b> Symbol of light.	<b>Community and belonging</b> <b>Concept:</b> Welcoming ceremony Baptism/Sikhism – initiation.	<b>Paschal candle</b>  <b>Concept:</b> Ritual	<b>Stories about the Guru's</b>  <b>Concept</b> Authority	<b>Making choices:</b>  <b>Concept:</b> Temptation.
	S and C	C	S	C	S	C
5	<b>Divali</b>  <b>Concept:</b> Good and evil	<b>Magi</b>  <b>Concept:</b> Prophecy	<b>Holi</b>  <b>Concept:</b> Devotion Lord Vishnu	Eucharist  <b>Concept:</b> Symbol	God Talk Christianity and Hinduism  <b>Concept:</b> God	Worship Hindu/Christianity <b>Concept:</b> Worship
	H	C	H	C	C and H	C and H
6	Creation stories  <b>Concept</b> Stewardship	Christmas The two birth accounts. <b>Concept:</b> Interpretation.	Jesus' message  <b>Concept:</b> Messages.	The Empty Cross  <b>Concept:</b> Resurrection.	Pilgrimage Hindu/Christian pilgrimage. <b>Concept:</b> Pilgrimage.	Rites of passage. The circle of life and rebirth: <b>Concept:</b> Samsara.
	H and C	C	C	C	H and C	H