



Northiam CEP – Religious Education Policy

“I came that they may have and enjoy life and have it in abundance, to the full, till it overflows.” John 10:10

Open Horizons to enable and guide children to their full potential.

Vision:

At Northiam we feel *Living, Loving and Learning in abundance with God* is at the heart of all we do. Our school strives to serve our community by providing an abundant and excellent education that encompasses a wide range of opportunities to understand their place in the world. We believe that R.E. alongside our school values of Trust, Compassion, Humility, Courage, Thankfulness and Fellowship, supports and strengthens what we aim to do in every aspect of school life and that the value which we place on the development of the whole child, is reflected in the R.E. curriculum and our teaching and modelling of the values.

Aims:

At Northiam CEP School we aim to enable pupils to:

- Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures including the local community.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions.
- Enhance their own spiritual, moral, social and cultural development by:
 - a) developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - b) responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
 - c) reflecting on their own beliefs, values and experiences in the light of their study;
 - d) expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

Teaching and Learning:

RE has two closely related aspects: Learning about Religions and Beliefs (AT1) and Learning from Religions and Beliefs (AT2). These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religions and Beliefs

Building up knowledge and understanding of religions and beliefs: This includes investigating, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 Learning from Religion

Building up investigative, reasoning and evaluation skills: This includes engaging with, reflecting on and responding to questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific beliefs and religions studied.

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- Beliefs, teachings and sources - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- Practices and lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- Expressing meaning - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- Identity, diversity and belonging - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- Meaning, purpose and truth - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense of ultimate questions of life raised by life experiences;
- Values and commitments - e.g. values, ethics, principles, rules, morality.

The teaching of RE at Northiam CEP is centred on an enquiry based approach. "Understanding Christianity" is used as a resource to support the Christian elements of the syllabus in line with the East Sussex Agreed Syllabus and "Discovery RE" for the other faiths. The school uses a two year cycle (see appendix 1), with the balance being two-thirds Christianity and one-third other faiths.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, to ensure pupils are actively engaged in learning.

Approximately 5% of curriculum time is given to RE. At Foundation Stage RE will be delivered flexibly according to the statutory requirements of the Early Years Foundation Stage (EYFS). At Key Stage 1 pupils spend around 36 hours per year and 45 hours per year at Key Stage 2. The time allocation does include visits, but not school productions related to festivals or collective worship time. (See Collective Worship Policy).

School Values:

Each term, the school focuses on one of its values (Appendix 2). This includes assemblies, at the beginning of each term, based on the value and an assembly at the end of each term, led by the Courage Squad to reflect on the value. Alongside this, each term, there is a values day which combines activities to explore the meaning of the value and an opportunity to have a theology focus or Bible reflection based on an age appropriate quotation from the Bible.

The children are given many opportunities to drive activities linked to our values and have a strong voice in our school. Our Courage Squad includes Worship, Charity, Wellbeing and our children are actively involved in leading on being courageous in their faith to help and support others.

Classroom Resources and Organisation:

Within the classrooms, children have access to Bibles appropriate to age and ability. Each classroom has an area that is available for quiet reflection and a learning wall that reflects the learning focus.

Differentiation and Inclusion:

In accordance with the school's policies on SEND and Equality, every child is entitled to access RE at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given, the amount of scaffolding provided, word banks provided, use of the computer and outcome.

Monitoring, Assessment and Reporting:

The teaching of R.E. will be monitored and assessed through Learning Walks, Book Looks, and Pupil Voice. There will be opportunities during the academic year for cross school moderation. Children's progress will be assessed at the

end of Terms 3 and 6 using the agreed format, which can be found on the staff drive. Children are also encouraged to reflect on their own learning through writing reflections.

Children’s progress in R.E. is reported to parents in the annual report.

Withdrawal from R.E.:

Families who send their children to Northiam CEP are in the main ‘nominally’ Christian, however other faiths are sometimes represented. RE is concerned with “learning about religions and beliefs” and “learning from religions and beliefs” and it is not the practice of the Federation Schools to preach to or convert their pupils. The faith background of both members of staff and pupil’s families is respected at all times.

Parents of a pupil at a community, foundation or voluntary school have the right to withdraw their child/children from all or part of the RE programme. Where parents have concerns about their child/children taking part in RE, they are asked to discuss their concerns first with their Head of School. Who will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE curriculum and resources used. Agreement on alternative provision for the child/children would need to be reached should they be withdrawn from the RE programme.

Appendix 1

RE CYCLE A	Term 1 - Gospel	Term 2 - Incarnation	Term 3	Term 4 - Salvation	Term 5	Term 6 – Creation and Fall
Willow	Special People What makes people special? Discovery RE F2	Why do Christians perform a nativity at Christmas? F2	Celebrations How do people celebrate? Discovery RE F2	Why do Christians put a cross in an Easter garden? F3	Story Time What can we learn from stories? Discovery RE F2	Why is the word God so important to Christians? F1
Oak	What is the good news that Jesus brings? 1:4	Why does Christmas matter to Christians? 1:3	Judaism What is the best way for a Jew to show commitment to God? Discovery RE Yr 2	Why does Easter matter to Christians? 1:5	Islam Does completing Hajj make a person a better Muslim? Discovery RE Yr 2	Who made the world? 1:2
Chestnut	What kind of world did Jesus want? 2A:4	What is the Trinity? 2A:3	Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to	Why do Christians call the day Jesus died ‘Good Friday’? 2A:5	Sikhism Does joining the Khalso make a person a better Sikh? Discovery RE Yr. 3	What do Christians learn from the Creation story? 2A:1

			a Hindu child? Discovery RE Yr. 3			
Copper Beech	What would Jesus do? 2B:5	Was Jesus the Messiah? 2B:4	Sikhism How far would a Sikh go for his/her religion? Discovery RE Yr. 5	What did Jesus do to save human beings? 2B:6	Hinduism What is the best way for a Hindu to show commitment to God? Discovery RE Yr. 5	Creation and science – contradictory or complimentary? 2B:2

Alternative Questions

Chestnut: (Discovery RE Year 3)

Sikhism:

How important is sharing to Sikhs?

Hinduism:

Would visiting the River Ganges feel special to a non-Hindu?

Copper Beech: (Discovery RE Year 5)

Sikhism:

Are Sikh stories important today?

Hinduism:

How can Brahman be everywhere and in everything?

RE CYCLE B	Term 1 - Gospel	Term 2 - Incarnation	Term 3	Term 4 - Salvation	Term 5	Term 6 – Creation and Fall
Willow	Special People What makes people special? Discovery RE F2	Why do Christians perform a nativity at Christmas? F2	Celebrations How do people celebrate? Discovery RE F2	Why do Christians put a cross in an Easter garden? F3	Story Time What can we learn from stories? Discovery RE F2	Why is the word God so important to Christians? F1
Oak	What is the good news that Jesus brings? 1:4	Why does Christmas matter to Christians? 1:3	Judaism How special is the relationship Jews have with God? Discovery RE Yr. 2	Why does Easter matter to Christians? 1:5	Islam Does going to a mosque give Muslims a sense of belonging Discovery RE Yr. 2	God: What do Christians believe God is like? 1:1

Chestnut	What kind of world did Jesus want? 2A:4	What is the Trinity? 2A:3	Judaism How important is it for Jewish people to do what God asks them to do? Discovery RE Yr. 4	When Jesus left, what was the impact of Pentecost for Easter? 2A:6	Judaism What is the best way for a Jew to show commitment to God? Discovery RE Yr. 4	People of God: What is it like to follow God? 2A:2
Copper Beech	People of God: How can following God bring freedom and justice? 2B:3	Kingdom of God: What kind of king was Jesus? 2B:8	Islam What is the best way for Muslims to show their commitment to God? Discovery RE Yr. 6	What difference does the resurrection make? 2B:7	Islam Does belief in Akhirah (life after death) help Muslims lead good lives? Discovery RE Yr. 6	God: What does it mean if God is holy and loving? 2B:1

Appendix 2:

Term 1: Trust

Term 2: Thankfulness

Term 3: Humility

Term 4: Courage

Term 5: Compassion

Term 6: Fellowship