



Moreton Church of England Primary School



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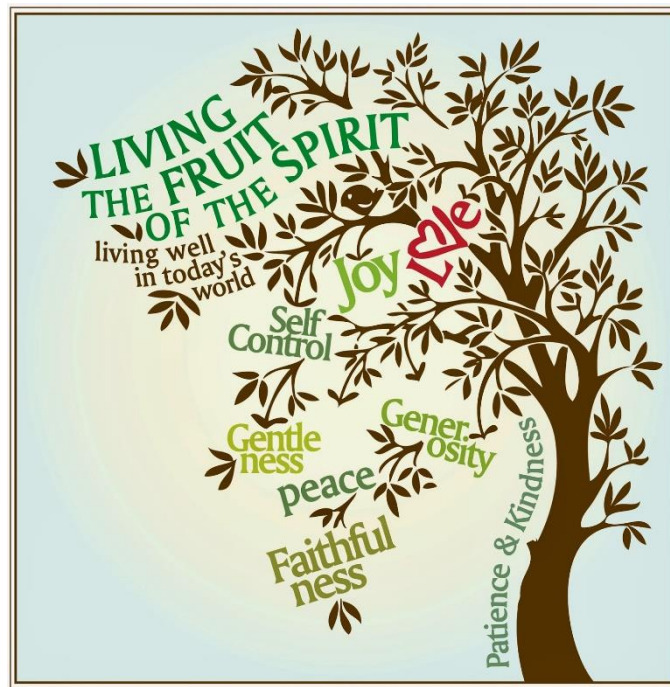


R.E. Policy

Agreed by Governors (Date):

Signed (CoG):

Date:



Growing Together in Faith, Knowledge and Love

Our vision is based on the fact that we are all created in God’s image, blessed with the power and wisdom to pursue excellence. Therefore, as a tree is recognised by its fruit, so our pupils will be recognised by the good they do in our world as they grow together in faith, knowledge and love.

This reflects the biblical texts of Matthew 12:33 and Colossians 1:10-11 which encompass our belief that each child is like a seed which, when nurtured, will grow into knowing and loving God.

Matthew 12:33 “*Make a tree good and its fruit will be good... for a tree is recognised by its fruit.*”

Colossians 1:10-11 “*So that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience.*”

Our school is the good ground and the roots that allow all who come into contact with it to grow well. Its seeds (pupils, staff and community) are given a rich diet to thrive into the best ‘plant’ possible. Our seeds are cared for during all ‘seasons’, given support and protection when it is needed, and encouraged to flourish. The plants are strong and resilient, able to live peacefully and joyfully with those around them. The rich harvest is the end result of this labour for pupils, staff and the community – the brightest of futures.

Intent: We use the Essex Agreed Syllabus 2022 for the teaching of RE at our school. We consider R.E. to be a core academic subject, and our RE curriculum is set within the broader intent of the whole school curriculum. It has been designed to provide our children with a crucial part of the “rich diet” outlined in our vision. Our R.E. teaching enables our children to develop a deep level of religious literacy, meaning that our pupils will have the ability to hold well-balanced and well-informed conversations about religion and worldviews.

At Moreton, R.E. is taught in accordance with our Trust Deed, and aims to fulfil those requirements set out in the Church of England R.E. Statement of Entitlement (February 2019). R.E. lies at the very heart of our wider school curriculum, and, as a deeply Christian Church of England primary school, we expect the impact of our R.E. teaching to be seen throughout the life of our school. Our R.E. curriculum therefore also links to our half termly Christian values, and these values are implicit in the life of our school. We seek to enable all pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using the Understanding Christianity resource, which critically engages with religious text.
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within each religion and worldview being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

We encourage our children to see religion and worldviews through the interconnected lenses of the three key disciplines involved in a deep understanding of religion: theology, philosophy and the human/social sciences.

Exploring R.E. through these three disciplines provides opportunities for children’s spiritual development and personal reflection, and provokes challenging questions about meaning and purpose, truth and values, identity and belonging. It prepares children for citizenship in today’s diverse society, enabling them to develop sensitivity to, and respect for, others.

These three disciplines are outlined by the Norfolk Syllabus and are clearly highlighted throughout our R.E. curriculum, both across and throughout each

year group, to ensure that our children have access to a broad and well-balanced R.E. programme of study.

Theology	Philosophy	Human/Social Sciences
Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.	Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.	Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

At Moreton, our R.E. teaching aims to provide children with key opportunities to question, investigate, reflect, and critically evaluate. Our curriculum is therefore structured using key questions, which provide learners with a basis from which to focus and explore their understanding of each “strand” of study of the three disciplines discussed above.

From these key questions, staff engage pupils through an enquiry-based learning approach, where pupils are encouraged to generate, explore, and respond to their own questions using skills they have developed through R.E. sessions and our wider school curriculum. Our enquiry-based approach to R.E. enables learners to take ownership of their own R.E. learning journey, and to engage effectively with religious scripture and imagery. It fosters our children’s curiosity for and engagement with R.E., throughout our school and into their own lives. We support our children to ask deep questions and give them the skills to explore these. Our children are challenged to:

- Link aspects of their learning together
- Design and carry out their own investigations into beliefs and practices
- Interpret and challenge religious material
- Use high order skills such as prediction, evaluation and reasoning.
- Engage with the evocative personal and imaginative dimension of religion

Christian Distinctiveness:

At Moreton, as a Church of England Voluntary Aided Primary School, and an active faith community, we aim for the impact of our R.E. teaching to be visible in all areas of our school life. We seek to fulfil the requirement that in our R.E. programme of study, Christianity should occupy 50 percent of our curriculum time.

Our R.E. curriculum incorporates many of the approaches outlined by the Understanding Christianity organization. This resource introduces pupils to the notions of God, Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation and Kingdom of God using an approach which engages with biblical text and theological ideas. Our three core-teaching “units” are Creation, Incarnation and Salvation, studied in each year group across the school. In addition to the three core units, in Key Stage One, children are introduced to the concept of “God” through the Understanding Christianity unit, as a basis for their deeper understanding of the Trinity, which is explored in more detail at Key Stage Two level. Pupils in Key Stage Two also study the unit “Kingdom of God”, as they begin to explore the concepts of “life after death” and what Christians believe about God’s heavenly kingdom. Through this unit, we make direct links to our whole school celebration of important Christian festivals such as Harvest.

Through our use of the Understanding Christianity resource, we encourage our children to become theologically literate individuals, looking at Christianity through a theological lens and understanding.

Parental Rights of Withdrawal

The Worship and Religious Education provided by our school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do so) cannot insulate them from the religious life of the school. If a request for withdrawal is made, the Head Teacher will explore the reasons for the request and seek to arrive at an accommodation with parents and/or carers, outlining the purpose of R.E. in line with the Church of England R.E. Statement of Entitlement (February 2019).

Implementation:

Our R.E. curriculum is designed to enable pupils to gain a deep understanding of each unit, and R.E. teaching therefore forms more than 5% of our total curriculum time (the equivalent of just over one hour per week). Our pupils are given the opportunity to explore, critically analyses and reflect upon each broader key question in detail, either from a single-faith or multi faith focus.

Our R.E. teaching and learning feeds directly into, and is embedded within, our wider school curriculum. We advocate a cross-curricular approach to R.E., fostering our pupil’s deeper understanding through making links to other areas of their learning. For example, our Year 5 and 6 R.E. unit asks the question “Why continue being Jewish?” as pupils begin to explore the Holocaust through their World War Two topic. Our pupils are encouraged to demonstrate high level literacy skills throughout their R.E. learning journey, and we use a range of teaching styles for active learning, such as Talk for Writing, to enable pupils to express their ideas coherently, thoughtfully and succinctly.

EYFS

At Moreton Primary School, our EYFS pupils study Christianity, along with other religion/worldviews in multi-faith focused units. Pupils begin to explore religion and world views in terms of stories, festivals, ceremonies and places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They begin to consider their own and others’ morality and are introduced to specialist vocabulary. Pupils use their senses to explore religious beliefs, practices and forms of expression.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
EYFS	<i>What is this religious story about?</i>	<i>What is right? Wrong? Good?</i>	<i>Why do Christians put a cross in an Easter garden?</i>	<i>What ceremonies and festivals have you taken part in?</i>	<i>What happens in a Church?</i>
	Christianity/Judaism/ Hinduism Focus	Multi-Faith Focus	Christianity Focus	Multi-Faith Focus	Christianity Focus
	Theology	Philosophy	Theology	Human/Social Sciences	Human/Social Sciences

Key Stage One

In Key Stage One, pupils are introduced to Christian concepts of God as a basis for their deeper understanding of the Trinity, which is explored in more detail at Key Stage Two level. They explore what it means to belong to a Christian community, and use religious stories, scripture and artefacts to question, evaluate and interpret. Our Key Stage One pupils also study the Abrahamic religion Judaism, both in relation to and separate from Christianity as a basis for their work at Key Stage Two. Some units have a multi-faith focus, to encourage pupils to make links between religious worldviews and traditions. In Key Stage One, the recording of R.E. teaching and learning takes a variety of forms.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1	<i>How do my senses tell me about the world of religion and belief?</i>	<i>Why is light an important symbol for many religious believers?</i>	<i>Why are symbols and artefacts important to some people?</i>	<i>Why does Easter matter to Christians?</i>	<i>What does it mean to belong to the Christian community?</i>	<i>Why do people have different views about the identity of 'God'?</i>
	Christianity Focus	Multi-Faith Focus	Judaism Focus	Christianity Focus	Christianity Focus	Judaism Focus <i>(include other faiths)</i>
	Philosophy	Theology	Human/Social Sciences	Theology	Human/Social Sciences	Philosophy
2	<i>Who created the world?</i>	<i>How do festivals/celebrations bring people together?</i>	<i>What does it mean to belong to the Jewish community?</i>	<i>What questions do religious stories make us ask?</i>	<i>How do people decide what is right/wrong?</i>	<i>What do religious people say God is like?</i>
	Christianity Focus	Multi-Faith Focus	Judaism Focus	Christianity Focus	Christian/Judaism Focus	Multi-Faith Focus
	Theology	Human/Social Sciences	Human/Social Sciences	Philosophy	Philosophy	Theology

Key Stage Two: Years 3 and 4

In Years 3 and 4, pupils build upon their understanding of Christianity and Judaism and begin to study one other principal religion, Hinduism. They begin to explore the origins of religious belief and consider their impact upon our world.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
3	<i>What do Christians and Hindus learn from their Creation stories?</i>	<i>Why do people have different views on the idea of God?</i>	<i>What does it mean to be a Hindu in daily life?</i>	<i>Can kindness/love change the world?</i>	<i>What is the Bible and how do people interpret it?</i>	<i>How do Synagogues give Jewish people a sense of identity and belonging?</i>
	Christianity/Hinduism Focus	Multi-Faith Focus	Hinduism Focus	Christianity Focus	Christianity Focus	Judaism Focus
	Theology	Philosophy	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences
4	<i>What kind of world should we live in?</i>	<i>How do Christians express their religious beliefs in modern Britain and across the world?</i>	<i>Where do Hindu beliefs come from?</i>	<i>What does Sacrifice mean?</i>	<i>When Jesus left, what was the impact of Pentecost?</i>	<i>What happens in the life of Jewish people?</i>
	Multi-Faith Focus	Christianity Focus	Hinduism Focus	Christianity Focus	Christianity Focus	Judaism Focus
	Philosophy	Human/Social Sciences Philosophy	Theology	Philosophy	Theology	Human/Social Sciences

Key Stage 2: Years 5 and 6

In Years 5 and 6, pupils are challenged to consider ideas about the creation of the universe, to deliberate reasons for the existence of suffering and to explore Christian and other worldview notions of everlasting life. Pupils begin to consider the impact of religion upon wider society and how to challenge perceptions of religion. In Year 6, pupils study 4 units in depth to enable them to have the opportunity to consider such challenging questions from the various religious and non-religious viewpoints.

5	<i>How has belief in creation impacted on music/art throughout history?</i>	<i>Was Jesus the Messiah?</i>	<i>Does religion bring peace, conflict or both?</i>	<i>Why is there suffering in the world?</i>	<i>What kind of King is Jesus?</i>	<i>How to challenge perceptions of religion (anti-racist RE)</i>
	Multi-Faith Focus	Christianity Focus	Islam Focus	Christianity Focus	Christianity Focus	Multi-Faith Focus
	Human/Social sciences	Theology	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences
6	<i>How did the Universe come to be? Creation/Science - conflicting or complimentary?</i>	<i>Are angels real?</i>	<i>Can people come back to life?</i>		<i>Is believing in God reasonable?</i>	
	Multi-Faith Focus	Multi-Faith Focus	Christianity Focus (include other religions)		Christianity Focus (include Buddhism & Islam)	
	Theology	Philosophy	Theology		Philosophy	Human/Social Sciences

Impact:

At Moreton Church of England Primary School, we believe that through our R.E. teaching, pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. These sit directly within the core skills identified in our wider school curriculum.

Pupils' progress and attainment is assessed in a variety of ways. We recognise that younger children often demonstrate a deeper oral understanding of religious traditions, concepts and worldviews than they would be able to communicate in writing. In EYFS and Year One, we therefore use class learning journals (including e-journals), photographs, and videos to record children's ideas, thoughts and reflections, in a similar way to our Collective Worship reflection journal. These methods of recording enable effective monitoring of the teaching and learning of R.E. whilst also enabling EYFS and Year One pupils to demonstrate a deeper understanding than traditional written methods of recording might allow. In Year Two, as a transition between Key Stage One and Key Stage Two, pupils record to record their ideas as detailed above but also move towards using individual R.E. books.

As pupils move into Key Stage Two and develop both their understanding of R.E. and their written skills, they record their own personal responses primarily using an R.E. book. However, we recognise that for some children, and in some lesson contexts, other forms of recording may be more appropriate. In Key Stage Two, pupils' R.E. books remain with them as they progress through our school, enabling both pupils and staff to view their personal R.E. learning journey.

Our pupils' progress is assessed in relation to the purpose and aims of the subject. We consider how well pupils are able to hold balanced and well-informed conversations about religion and worldviews and make a judgement based on their level of religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout the Essex Agreed Syllabus. We use Pupil Asset to record pupils' attainment on a termly basis.

Expected outcomes (AREs) against Threshold Concepts (skills) – Theology						
Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
How beliefs change over time			Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
How beliefs shape the way believers see the world and each other	Give an example of how _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

Expected outcomes (AREs) against Threshold Concepts (skills) – Philosophy						
Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word 'because'	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument
Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

Expected outcomes (AREs) against Threshold Concepts (skills) – Social Sciences

Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Monitoring of R.E.

The monitoring of the effectiveness of this policy document is carried out by the R.E. Subject leader team in order to ensure that the Policy and R.E. curriculum are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

Monitoring takes place in a variety of ways, including:

- Monitoring of Class Learning Journals, including e-journals.
- Monitoring of individual reflection/R.E. books
- Learning walks
- Observations of colleagues by the headteacher, Diocesan adviser and/or R.E. subject leader
- Monitoring of pupils' views through pupil discussion groups

Staff are supported in delivering our R.E. curriculum in line with the guidance set out in this document through CPD training opportunities from the R.E. subject lead, headteacher and outside agencies such as the Diocese of Chelmsford Board of Education.

Review and Development of Policy

This policy will be reviewed annually by the R.E. Subject leader team including the link RE governor, the Head teacher and Teaching and Learning focus group of the Governing Body, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.

Review Date

This policy will be reviewed every 3 years.

Date of review:

Signed: (Headteacher)
Signed: (Subject Leader)
Signed: (Chair of Governors)