

Religious Education Policy

Policy produced by LDBS and the school

Adopted by **Governors FGB**-Academic year 24/25 updated 01.09.24

Review date- As changes are made

Our School Vision Statement

Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our School motto is based upon Matthew 5:14-16

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

'Our schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.' The Most Reverend Justin Welby, Archbishop of Canterbury '

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community- pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

Respect This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. "**I can do all things through him who strengthens me.**" (Philippians 4:13)

Excellence This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

Community This connects us with each other. "**We who are many, are one body in Christ.**" (Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. "**When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.**" (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.**" (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Church of England school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our School motto is based upon Matthew 5:14-16

Where does our school vision come from?

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

Aims

“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)

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.

In teaching RE, we follow the London Diocesan Board for School’s Religious Education curriculum scheme of work, which has the following overarching aims:

- To teach the children about Christianity and other major world faiths, and to foster an understanding of and sensitivity towards those with religious beliefs different from one’s own;
- To foster spiritual awareness by developing a sense of awe, wonder, mystery, joy and sorrow at the created world;
- To develop the ability to think about the questions of belief and value;
- To give children the opportunities to learn about and learn from religion so that they to become religiously literate within an inclusive and safe space that promotes critical thinking and celebrates and respects difference.

Legal framework

It is a legal requirement that Religious Education be taught to all pupils. In voluntary aided schools, the Governing Body is responsible for the syllabus for RE. The Head teacher and staff work with and under the direction of the Governors. It is the Governors’ responsibility to ensure that RE is provided for all pupils in accordance with the Trust Deeds. Where these are missing, the religious education provided should be in harmony with the teachings and practices of the Church of England.

The law contains a “conscience clause” which gives parents the right to withdraw their children from religious education. This applies to both community and voluntary aided schools. 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.

Any pupil whose parent(s) have withdrawn them from Religious Education will complete other curriculum work in another classroom while Religious Education lessons take place in their own classroom.

RE and the school curriculum

RE is a core academic subject in church schools. RE flourishes in schools when it is given equal status with other subjects of the National Curriculum.

As a school we ensure the Church of England statement of entitlement for RE is fully met.

In voluntary aided schools the time allocated to RE and the content is determined by the Governors. In law, RE is a fundamental entitlement of all pupils and should therefore be given its place as part of the basic curriculum.

We have agreed a set of principles as a staff body that outline the place of RE in the curriculum and its importance:

- We believe that Religious Education allows us to ask big questions where there is no necessarily a 'right' or 'wrong' answer.
- We believe that Religious Education allows us to explore values and morals that we and others hold.
- We believe that Religious Education allows us to explore other cultures and beliefs whilst developing acceptance and tolerance of difference.
- We believe that Religious Education allows us to learn from other people's beliefs and practices.
- We believe that Religious Education allows us to experience awe and wonder at ourselves, the world and universe.
- We believe that Religious Education allows us 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;
- We believe that Religious Education allows us to explore our own religious, spiritual, and philosophical ways of living, believing, and thinking.

Curriculum balance and time

RE should aim to be close to 10% of curriculum time and must be a minimum 5% of curriculum time. This can be calculated to at least one hour per week, or if required, 2-3 hours in a more concentrated period in the school year. Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

The intent of the LDBS syllabus

- 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.’

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.

Religious Education in Early Years Foundation Stage

Children in Early Years have one taught RE lesson per week, following the LDBS syllabus. This is teacher-led whole class teaching and small group teaching involving stories, discussion, role-play and song. Teachers also plan RE learning into the continuous provision for children to engage with and build on whole-class teaching.

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.

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.

- **Professional responsibility** – teachers should be honest about their own ideas and at the same time ensure that they understand what their role is in the teaching of RE. All new staff are made clear as to the Christian foundation of our school and that when becoming part of a Church of England school, they must uphold the aims and ethos of the school, and implement the RE and Worship policies. Support is provided by the RE leader and through LDBS advice for those teachers needing help with the planning and delivery of RE. Children should be helped to gain confidence in asking questions, seeking answers and reflecting on their own experiences.
- **RE and Worship** – RE and Worship are separate areas of the curriculum. When planning for the curriculum, worship cannot be regarded as RE time; in our school we do not include worship time as part of the RE allocation.

Environment and Resources

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.

RE displays

Every class should have an RE display close to their worship area. The elements are consistent in every class. These include:

- The Big Question for the RE unit being studied
- The weekly lesson questions added as the unit builds up
- Key religious vocabulary with images
- Children's questions and reflections
- The big story (Christian concepts) 'timeline' with an arrow pointing to the concept being studied

Prayer

Every pupil has a prayer book, which they take with them on their journey through the school (Reception to Year 6). The children write individual prayers based around the core Christian values each half term. Prayers for different festivals and special times of the year are also included (e.g. Harvest and Remembrance Day). Each week, pupils from one class write prayers around key issues, which they share with the whole school in Gospel Assembly. These are called Prayer Leaves, which we hang on our Prayer Tree.

Planning, assessment, recording, monitoring and evaluation

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to according to the age, year group and ability of the individual children in the class.

Each termly unit has an individual unit plan. It outlines the following:

- The unit title and the 'Big Questions' which will be covered
- The faith, year group and prior learning for the unit
- The core concepts focused on
- Key RE vocabulary
- A breakdown of the learning intentions for the unit
- Opportunities for cross-curricular links
- Spiritual, Moral, Cultural and Social developments
- Sensitivities to be aware of when delivering the unit
- Possible further thinking and extension activities
- Suggestions of places to visit

Teachers edit and adapt the LDBS planning accordingly, clearly stating their learning intention, success criteria and independent activities.

Formative Assessment is ongoing in all RE lessons, through differentiated questioning. Teachers make summative assessments in the Spring Term and towards the end of the Summer Term. These assessments are based upon the LDBS assessment guidance, assessing directly what pupils have been taught in RE. Assessment statements set out the Expected Standard of substantive and disciplinary knowledge that children should know and remember by the end of the year. Children working at Greater Depth Within Expected Standard will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

The Head of School meets with each teacher for a termly Pupil Progress Checkpoint, to discuss and moderate assessments in RE.

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

- **Professional responsibility** – teachers should be honest about their own ideas and at the same time ensure that they understand what their role is in the teaching of RE. All new staff are made clear as to the Christian foundation of our school and that when becoming part of a Church of England school, they must uphold the aims and ethos of the school, and implement the RE and Worship policies. Support is provided by the RE leader and through LDBS advice for those teachers needing help with the planning and delivery of RE. Children should be helped to gain confidence in asking questions, seeking answers and reflecting on their own experiences.

The RE leader is responsible each term for monitoring work in the RE books against the units of work to ensure effective coverage. Prayer and reflection time, which takes place in the morning, before lunch and at the end of the day in each classroom is also monitored to ensure consistency of approach.

Continued professional development:

The RE leader attends regular training with the LDBS and will then take responsibility for planning and leading staff development sessions and providing CPD support to individual members of staff.

The LDBS syllabus is accessible on the school network. Additional resources to support planning, teaching and learning are located in topic resource boxes (located centrally in the school).

Parents and Carers

As a school we recognise that a partnership with parents/carers is essential to help children flourish.

The school sends out a termly RE newsletter informing parents of the RE learning in each year group as well as key dates coming up in the Christian liturgical calendar.

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.

Appendix 1



Recommended non-negotiables for RE for class teachers

The core purpose of RE is to enable pupils to develop their religious literacy. To enable this to happen, effective teaching must include the following.

- RE must be taught in accordance with the RE syllabus agreed by the school Governing Board.
- The correct time allocation must be given to the teaching of RE in accordance with the Church of England Statement of Entitlement.
- RE must be taught as an academic subject.
- Children must make good or better progress in RE.
- Teachers' subject knowledge must be secure.
- RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom.
- The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)
- RE lessons must be planned in accordance with the school's planning expectations for all other subjects.
- Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning.
- Teachers must be aware of end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.
- On-going assessment must take place.
- RE must be taught through an enquiry-based approach.
- The big question must be shared with the children at the beginning of the unit and referred to in each lesson.
- Each lesson must be driven by a question which links to the big question being explored,
- Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean.
- Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning.
- Opportunities for children to engage in Biblical text analysis must be made available.
- A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson.
- A wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.
- Opportunities for effective talk, discussion, debate and critical thinking must be made available as this is often when you will hear children share their profound thoughts and demonstrate what they know and the skills they are able to apply.
- Presentation in books must be of a high standard.
- Pupil's work in books must be in line or better than work seen in other core subjects
- There must be evidence in the books that demonstrate children are making good or better progress in the subject.
- Teacher feedback must relate to RE knowledge, understanding and skills and not English based objectives.

- Teacher feedback must lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.
- Visits and visitors must be planned for across the year to support the RE learning. Ensure you follow the school's guidance on planning an educational visit and guidance around inviting visitors into school.

RE learning journey to include the following:

- The big question
- Six subsidiary questions
- Religious vocabulary related to the unit
- Children's response to each question
- Examples of children's work related to individual lessons
- Biblical timeline and core concepts*

*Each classroom to have a Biblical timeline and core concepts on display so that children can refer to it during the teaching of units, enabling them to develop their understanding of the Bible and its chronology.

Recording in Pupils RE books:

- Not every RE lesson will have a written outcome (although many will).
- The outcome of some RE lessons might be a photo page, with text explaining the purpose of the lesson and the pupil outcomes. (Occasionally, the outcome of an RE lesson might be a piece of high quality art work.)

Religious Education Assessment Statements
Expected standard Year 1

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can retell a religious (eg Christian, Hindu etc) story and talk about it.		
I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
I can explain that the creation story comes from the Old Testament in the Bible.		
Why is each person important in the Nativity story?		
I can retell the Nativity story and explain its message.		
I can explain why each person is important in the Nativity story.		
What is it like to live as a Jewish person?		
I can explain what the Torah is and how it is used by the Jewish people.		
I can explain what happens during Shabbat including the meal.		
I can explain the role the synagogue plays in the life of a Jewish family.		
Why is Easter the most important festival for Christians?		
I can explain what happened on: <ul style="list-style-type: none"> • Palm Sunday - Jesus' entry into Jerusalem • Maundy Thursday – The events of the Last Supper • Good Friday – Jesus' death and the build up to this • Easter Sunday – Jesus' Resurrection 		
What does it mean to be a Muslim?		
I can explain that Muslims believe that there is One God, and that the prophet Muhammed (pbuh) is his messenger.		
I can explain that the Qur'an is the holy book for Muslims		
I can explain that many Muslims pray 5 times a day, often use a prayer mat and face towards the Ka'bah in Makkah when they pray.		
Why did Jesus tell stories?		
I can retell some parables eg. The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements
Expected standard Year 2

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can retell a religious (eg Christian, Hindu etc) story and talk about it.		
I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
I can explain that the creation story comes from the Old Testament in the Bible.		
Why is each person important in the Nativity story?		
I can retell the Nativity story and explain its message.		
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I can explain that the Qur'an is the holy book for Muslims		
I can explain that many Muslims pray 5 times a day, often use a prayer mat and face towards the Ka'bah in Makkah when they pray.		
Why did Jesus tell stories?		
I can retell some parables eg. The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements Year 2 Name:
Expected standard Year 2

Statements of assessment	February	July
Learning about religion (AT1)		
I can retell a religious story and suggest meanings to some religious and moral stories.		
I can ask and respond to questions about why religious communities do different things.		
I can recognise that religious symbols, words and actions express a community way of living.		
I can discuss sacred writings and sources of wisdom.		
I can begin to ask questions about the faith communities in my school.		
I can use some religious words and phrases. (Key words)		
I can retell the Lord's prayer and explain it is the most important prayer for Christians		
I know what each part of the Lord's prayer means to Christians		
I know the Saint day for the school Saint (St Mary)		
I understand that Jesus is the light of the world		
I know there are five pillars in Islam – Religious duties that are required of every Muslim		
I can retell the story of Noah and suggest the meaning and moral behind it		
I know what the symbols teach us about the meaning of Easter for Christians: bread/wine/cross/water		
I know some of the key festivals that are important to Jewish people: Rosh Hashanah, Sukkot, Hanukkah, Purim		
I understand that Baptism means becoming a member of the Christian church		
Learning from religion (AT2)		
I can notice and respond sensitively to some similarities between different religious and worldviews.		
I can explore questions about meaning and truth.		
I can begin to express ideas and opinions and to recognise there could be more than one answer.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 2 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements Year 3 Name:
Expected standard Year 3

Statements of assessment	February	July
Learning about religion (AT1)		
I can describe what a believer might learn from a religious story/sacred text.		
I can describe and begin to make links between some of the things that are the same and different for religious people.		
I can use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.		
I can discuss sacred writings and sources of wisdom.		
I know the following miracles: The feeding of the 5000, Jesus turning water into wine at the wedding of Cana in Galilee, Jesus calming the storm, the miracle of Lazarus, the woman who touched Jesus' cloak, Jesus heals Jairus' daughter		
I know the significance of Lourdes to the Christian community		
I know about the feast days of 'All Saints Day' and 'All Souls Day' as days the church mark for remembering.		
I know what the Beatitudes tell us about God, Jesus, humanity and our responsibilities to each other and the world		
I know the meaning of Epiphany and the significance of the wise men to the Christmas story		
I know some Buddhist stories (the Monkey King, Siddhartha and the Swan, the King's Elephant) and what they mean to Buddhists		
I know the Jesus' new commandments and understand their meaning		
I know the important people in the Easter story		
I know what the covenant is for Jewish people		
I can describe what a Christian might learn from the 'I can' statements		
Learning from religion (AT2)		
I can compare my own understanding of belonging with that of someone else's		
I can ask important questions about life and compare my ideas with those of other people.		
I can make links to show how my feelings and beliefs affect my behaviour and I am beginning to link this to how this could affect others.		
I can make links with the Buddhist idea of suffering, sacrifice kindness, being a good example, with my own understanding of the ideas and how I think and behave.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 3 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements Year 4 Name:
Expected standard Year 4

Statements of assessment	February	July
Learning about religion (AT1)		

I can retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.		
I can make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.		
I can use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.		
I can talk about my own understanding of a concept/belief, e.g. belonging, and start to relate this to the people I am studying e.g. Jewish people.		
I can discuss sacred writings and sources of wisdom.		
I know the following stories - Abra(ha)m, Moses, Ruth, David, Solomon, Jonah and Daniel		
I know what the Beatitudes tell us about God, Jesus, humanity and our responsibilities to each other and the world		
I understand the Christian understanding of peace		
I know Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman.		
I know many Hindus worship at a shrine in the home and at the mandir.		
I know the 10 commandments and Jesus' 2 greatest commandments and how they influence the lives of the believer		
I know how Holy Communion links to the Last Supper and Jesus' commandment		
I understand the meaning behind the 5 K's for Sikhs		
I know the key elements of the Eucharist and the meaning behind them		
Learning from religion (AT2)		
I can express my own thoughts about belief, ways of living and expressing meaning.		
I can begin to apply my own and others' ideas to a given question and support their viewpoint with facts and evidence.		
I can discuss moral decisions I make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.		
I can begin to apply my own and others' ideas on how peace might be achieved.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 4 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements Year 5 Name:

Expected standard Year 5

Statements of assessment	February	July
Learning about religion (AT1)		
I can explain how religious sources are used to provide answers to important questions about life and morality.		

I can begin to explain, with reasons, the meaning and significance of religion/faith to individuals and communities.		
I can show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions		
I can discuss sacred writings and sources of wisdom.		
I know that the Bible is a collection of books in different genres		
I know that Bible verses influence how a Christian lives their life		
I understand what the book of Proverbs tells us about wisdom		
I understand the similarities and differences of how artists and musicians express their beliefs related to the Christmas narrative		
I know how Hindus understand karma.		
I know the role of the Mandir in a Hindu's life.		
I know and remember the churches rituals linked with Ash Wednesday and the services during Holy week.		
I know the churches rituals linked with Ash Wednesday and the services during Holy week.		
I know similarities and differences between Sikhism and Christianity and other world faiths.		
I know how faith communities work in partnership with each other and the local community		
Learning from religion (AT2)		
I can begin to apply knowledge to my own understanding of religious and spiritual expression of belief and value.		
I can begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.		
I can apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.		
I can confidently ask questions about the moral decisions I make and what the consequences might be of my decision making.		
I am beginning to consider what belonging might mean when living in a diverse community of people.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 5 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements Year 6 Name:
Expected standard Year 6

Statements of assessment	February	July
Learning about religion (AT1)		
I can describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.		

I can consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.		
I can consider the challenges and impact of belonging to a religion today		
I can discuss sacred writings and sources of wisdom.		
I know the Christian understanding of what happens after death ie. concept of eternal life		
I know the following religions' teachings about death and dying: Buddhism, Hinduism, Judaism, Islam and Sikhism		
I can explain why for some Christians going on a pilgrimage is a significant part of their Christian life		
I understand the difference between the secular and religious views of Christmas		
I know the account of Pentecost found in Acts and its impact.		
I know about world and local mission and the reasons why Christians are motivated to share the Christian message.		
I know and remember the stations of the cross and how they link to the concepts of forgiveness, salvation and hope.		
I know the meaning of the 8 fold path and Nirvana for Buddhists		
I can describe and explain how creeds help shape a believer's life		
Learning from religion (AT2)		
I can understand and explain how concepts/beliefs resonate in my own life and in the life of a believer and how this impacts on the way I and/or a believer chooses to live their life.		
I can use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues.		
I can use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth.		
I can express confidently my own and others' views on questions of what Christmas might mean for a believer and non-believer		
I can express confidently the views of how a Christian understands who God is and my own views about the existence of God.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 6 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

RE Curriculum map – updated 20.04.2022

	Aut 1	Aut 2a	Aut 2b	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
	Christianity	Christianity	Christianity	World faith	Christianity	Christianity	World faith	Christianity
Nursery	Who made the wonderful world and why? (6 sessions)	Why is Christmas special for Christians? (6 sessions)		Why do Christians believe Jesus is special? (6 sessions)	What is so special about Easter? (6 sessions)		Who cares for this special world? (6 sessions)	How did Jesus rescue people? (6 sessions)
Reception X2 prayers 1 at beginning of each half term	Who made the wonderful world and why? (6 sessions)	Why is Christmas special for Christians? (6 sessions)		Why do Christians believe Jesus is special? (6 sessions)	What is so special about Easter? (6 sessions)		Who cares for this special world? (6 sessions)	How did Jesus rescue people? (6 sessions)
1 X2 prayers 1 at beginning of each half term	What responsibility has God given people about taking care of Creation? (6 sessions)	Why are saints important to Christians? (2 sessions)	Why is each person important in the Nativity story? (4 sessions)	Judaism What is it like to live as a Jewish person? (6 sessions)	What are God's rules for living – The 10 commandments (2 sessions)	Why is Easter the most important festival for Christians? (4 sessions)	Islam What does it mean to be a Muslim? (6 sessions)	Why did Jesus tell stories? (6 sessions)
2 X2 prayers 1 at beginning of each half term	Why did Jesus teach the Lord's prayer as the way to pray? (6 sessions)	Who Is the Saint of Our School? / What's the Story of Our School Name? (2 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 sessions)	Judaism Why are they having a party? (6 sessions)	What is the story of Noah really all about? (2 sessions)	How do the symbols of Easter help us to understand the meaning of Easter for Christians? (4 sessions)	Islam How do the five pillars of Islam help a Muslim to show commitment to God (Allah) (6 sessions)	Why do Christians make and keep promises before God? (6 sessions)
3 X2 prayers 1 at beginning of each half term	What is the Bible's 'big story'? (6 sessions)	Why is Remembrance important? (2 sessions)	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? (4 sessions)	Judaism What does it mean to be Jewish? (6 sessions)	Who is the most important person in the Easter story? (6 sessions)		Buddhism What did the Buddha teach his followers about life? (6 sessions)	Who is Jesus? (6 sessions)

	Aut 1	Aut 2a	Aut 2b	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
	Christianity	Christianity	Christianity	World faith	Christianity	Christianity	World faith	Christianity
4 X2 prayers 1 at beginning of each half term	How did belief in God affect the actions of people from the Old Testament (6 sessions)	What are the beatitudes and what do they mean to Christians? (2 sessions)	What do Christians mean by peace at Christmas? (4 sessions)	Hinduism How do Hindus worship? (6 sessions)	What is Holy Communion and how does it build a Christian Community? (6 sessions)	Hinduism What does it mean to be a Hindu? (6 sessions)	Why is liturgy important to many Christians? (6 sessions)	
5 X2 prayers 1 at beginning of each half term	What do the miracles tell us about Jesus? (6 sessions)	What can we learn from wisdom? (2 sessions)	How do art and music convey Christmas? (4 sessions)	Sikhism How did the first five Sikh Gurus shape Sikhism? (6 sessions)	What happens in churches during Lent, Holy Week and Easter Sunday? (6 sessions)	Sikhism How did the final five human Sikh Gurus shape Sikhism? (6 sessions)	Understanding faith in our local community (6 sessions)	
6 X2 prayers 1 at beginning of each half term	What might the journey of life and death look like from a Christian perspective? (6 sessions)	Should every Christian go on a pilgrimage? (2 sessions)	How would Christians advertise Christmas to show what Christmas means today? (4 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	How does the Christian festival of Easter offer hope?	How has the Christian message survived for over 2000 years? (6 sessions)	Rules and responsibilities: Who decides? (6 sessions)	