



**Goring Church of England  
(Aided) Primary School**

**Faith, Love and Learning**

**Policy for  
Religious Education**

**April 2023**

**Review date April 2024**

## **OUR 2025 VISION**

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.
- as a community demonstrates love and respect for all of God's creation.
- provides an exciting, broad and ambitious curriculum that equips learners for the future.

## **OUR MISSION**

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles for life

## **OUR VALUES**

**Respect**

**Aspiration**

**Faith**

**Fun**

**Love**

**Equality**

**Self worth**

# INTENT

- ❑ To develop pupil's spirituality through creativity and imagination as they explore religion.
- ❑ To explore and develop values by which to live including hope, aspiration and courageous advocacy through moral development and engaging in social action in local, national and global communities.
- ❑ To develop knowledge and understanding of Christianity with particular reference to the Anglican tradition.
- ❑ To develop children's awareness and appreciation of God's created world.
- ❑ To learn about other people's religions in order to develop a mutual respect for those with different religious beliefs.
- ❑ To enable pupils to disagree well through the practice of forgiveness and reconciliation encouraging good mental health and a sense of belonging that embraces and celebrates difference with dignity and respect.

## Objectives:

### Early Years

- ❑ To become increasingly aware of the significance of religious ideas and experiences by means of stories, art, drama, ritual and worship, with emphasis on the Christian tradition.
- ❑ To develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and an ability to form relationships based on love, empathy, forgiveness and consideration.
- ❑ To learn about Christianity through Old Testament Bible stories, stories about the life and teaching of Jesus and participating in assemblies, festivals and visits to St. Mary's Church.

- ❑ To provide opportunities and experiences which enhance and clarify their own ideas about religion by developing self-esteem, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.
- ❑ To begin to develop an awareness of cultural diversity through practical experiences, discussion, books and plays.

**Objectives:**

**KEY STAGE 1**

- ❑ To use and experience art, music and drama in the exploration and communication of religious and personal thoughts and feelings.
- ❑ To demonstrate in our relationships with each other moral and spiritual values such as love, forgiveness, responsibility and loyalty.
- ❑ To develop courage, sensitivity and respect for others through circle times, collective worship, RE lessons, PSHE (Jigsaw) lessons and group and individual discussions.
- ❑ To give children a knowledge of the Christian religion, by means of stories, drama, artefacts, worship and visits to local churches.
- ❑ To give children experience of God's world through exploration of the school grounds and surrounding area, displays, natural objects, literature, videos, art and ICT, providing time for discussion and reflection.
- ❑ To develop knowledge and understanding of Judaism through artefacts, literature, talks, music, art and video, providing time for discussion and reflection.

## **Objectives:**

## **KEY STAGE 2**

- ❑ To acquire a more in depth knowledge of the life and teaching of Jesus.
- ❑ To begin to understand the structure of the Bible and obtain a basic knowledge of its key personalities, themes and messages.
- ❑ To see the importance of the Bible in personal faith and worship.
- ❑ To explore the nature of Christian worship and some uses of signs and symbols in expressing religious beliefs and feelings.
- ❑ To express their understanding of religious experiences in different ways.
- ❑ To build on prior knowledge of Judaism and develop knowledge of different worldviews and understanding of Islam and Hinduism as world religions.

## **KEY SKILLS:**

### **Observational Skills**

- ❑ Observing human behaviour and elements of the natural world, which relate to religion.
- ❑ Observing religious activities, places of worship and use of religious artefacts.

### **Analytical Skills**

- ❑ Making comparisons, questioning and interpreting.
- ❑ Distinguishing between the beliefs and practices of different religions.
- ❑ Distinguishing between opinion, belief and fact.
- ❑ Analysing religious ideas.

### **Life Skills**

- ❑ Learning from religion and applying what has been learned to everyday life.
- ❑ Beginning to formulate and apply one's own set of beliefs, values and attitudes.

- ❑ **Developing mutual respect for other cultures and religions.**

### **Communication Skills**

- ❑ **Recognising, understanding and using appropriate religious language (e.g. prayers), religious vocabulary (e.g. parable) and technical terms (e.g. kippah, lectern), religious concepts (e.g. forgiveness) and various literary forms used in religion.**
- ❑ **Recognising the use of different art forms to communicate meaning in religion.**
- ❑ **Recognising and understanding the use in religion of non-literal language (e.g. I am the Vine, the Good Shepherd)**
- ❑ **Articulating one's own beliefs, spiritual insights, feelings, experiences, religious or non-religious views, through both verbal and non-verbal means.**
- ❑ **Communicating knowledge and understanding of religion in a variety of ways.**

### **Reflective Skills**

- ❑ **Reflecting on the spiritual or religious significance of**
  - **personal inner feelings, thoughts, questions, experiences**
  - **relationships with others**
  - **the natural world**
  - **experience of God**
  - **different worldviews**
- ❑ **Reflecting on significant experiences, events, people, places and objects**
- ❑ **Reflecting on what one has learned in R.E. and how this influences one's own worldview, beliefs and actions**

### **Reference Skills**

- ❑ **Referring to the Bible and other religious holy books**
- ❑ **Referring to appropriate sources of information**
  - **text books**
  - **encyclopaedias**
  - **dictionaries**
  - **artefacts**
  - **songs and music**
  - **videos**
  - **pictures**
  - **photographs**
  - **the internet**

### **Empathetic Skills**

- ❑ **Learning to see other people's points of view.**
- ❑ **Relating religious beliefs and practices to one's own experiences.**

## CURRICULUM

At Goring Church of England (Aided) Primary School, it is important that our pupils learn about Christianity as the main religious tradition, with specific reference to the Anglican tradition. Knowledge of the teaching and practices of Judaism give the children an insight into the understanding of the background and origins of the Christian faith as well as the similarities and differences between the two faiths. Aspects of the beliefs and tradition of Islam, Hinduism and humanism are taught in KS2, in line with the Diocesan Guidelines. In the Early Years Foundation Stage, some of the other principal world religions represented in this country will be presented as a cultural tradition rather than one of religion. This reflects the growing multi-ethnic/cultural nature of our society today and is representative of children of other religions and races attending our school.

### Curriculum Organisation

Religious Education is taught through a combination of units based on the Understanding Christianity resources and a third of the year devoted to the teaching of other faiths and worldviews. This work is planned to ensure the highest quality of enquiry-led learning experiences for the pupils and to cover the requirements of the Diocesan Guidelines Syllabus, and keeping much of the long-standing good practice from our previous scheme of work. Our teaching seeks to balance the two aspects of coverage with children learning about religion by gaining knowledge and understanding, and learning from religions, by responding and applying their own values and developing and understanding their own and others' worldviews.

The curriculum is planned to deliver R.E. through a combination of methods:

- ❑ As discrete RE units planned across the year – God, Creation/Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God and various aspects of Judaism, Islam and Hinduism. These have been carefully planned to enable effective coverage using the Understanding Christianity units.
- ❑ R.E. units linked to christenings, weddings and how Jewish families celebrate the special day of rest – Shabbat.
- ❑ Key elements of the annual Christian festivals are taught and enhanced each time they are visited and are linked into the Understanding Christianity units. Other religious festivals are explored – e.g. Yom Kippur, Diwali, Rosh Hashanah and Sukkot.
- ❑ The opportunity is taken to deliver identified areas of R.E. through collective worship, reflective house activities and child-led church services. e.g. Harvest, Advent, Christmas, Shrove Tuesday, Holy Week, Pentecost.

- The Jigsaw programme for PSHCE, and circle time where needed, are used to give the opportunity for reflection and discussion on social and moral issues.

Further details can be found in the plans and schemes of work for each year group.

### Curriculum Time

The school allocates 5% of curriculum time to Religious Education, in line with the recommendations of the Diocesan Agreed Syllabus and the Dearing Report. It is anticipated that the actual amount of time given each week will vary.

#### **Key Stage 1**

36 hours per year KS1 (12 hours each term or 1 hour each week). This will include 10-12 hours Judaism and 24 - 26 hours Christianity, plus time for reflection, planning and preparation for Nativity.

#### **Key Stage 2**

45 hours per year (15 hours each term or 1 hour 15 minutes each week). This will include 15 hours Judaism/Islam/Hinduism/comparative religions and 30 hours Christianity, plus time taken for reflection, planning and preparation for our Church services.

### Godly Play

We recognised the need to develop a more creative approach to teaching RE and for children to be more independent, imaginative and creative in responding to teaching.

Godly Play was introduced to enrich the children's learning experience. It is based on the following interpretation of play:

- Play is pleasurable, enjoyable
- Play has no imposed goals, it is played for itself
- It is spontaneous and voluntary, chosen by the player

Children are 'invited' to play rather than 'directed'. To find it enjoyable, children must want to play for its own sake. In Godly Play, the invitation is given not for play in general but for play with the language of God and God's people. It is an invitation to play with God.

### ASSESSMENT, RECORDING AND REPORTING

To teach RE effectively, teachers plan what they are going to teach, what the learning intention for the child should be and assess whether they have learnt what was expected. These assessments help teachers to refine and develop future planning. RE helps to develop children's own beliefs, values, attitudes and behaviour. It is not appropriate to make these a matter of assessment but



teachers will be aware of each child's development and may comment on them in the end of year report.

Teachers carry out formative assessments to help children progress in their learning and to identify their strengths and weaknesses. Teachers use a variety of means of assessing pupil's work in line with the whole school assessment policy and the requirements of the Agreed Syllabus.

Assessment will be based on:

- ❑ Teacher's own observation through talking to children.
- ❑ Observation of social interchange of children with peers.
- ❑ Children's attitudes to the school's Church Services and Collective Worship.
- ❑ Oral and written work in response to RE lessons.

Differentiated assessment criteria have been agreed within each year group and these are included at the medium/short term planning stage. Children's acquisition of skills, knowledge and understanding will be assessed and teachers will identify and record levels of achievement. Reporting will consist of a written statement for Spiritual Development of each child in the Annual School Report.

### **EQUAL OPPORTUNITIES**

We are committed to ensuring that all children will have equal access to the RE curriculum, regardless of gender, ability, race or ethnic background.

### **WITHDRAWAL**

Parents are informed through the school prospectus and the Headteacher's information meeting for parents of new children, that they have the right to withdraw their child from assembly and Religious Education. When parents request that their child is withdrawn, parents are invited to discuss the matter with the Headteacher, to clarify the beliefs and practices that they do not wish their child to participate in.

No children are currently withdrawn but should this change in the future, children would join the parallel class and participate in the activity taking place at the time. Children withdrawn from school collective worship would be supervised by the welfare assistant. Children would be encouraged to bring and complete material sent from home or work on PSHCE activities.

## **MANAGEMENT**

The day to day support for religious education is provided by the Subject Leader who is responsible to the head teacher for:

- ❑ Collating and maintaining the scheme of work.
- ❑ Supporting teachers in their medium and short term planning.
- ❑ Developing and maintaining the R.E. Leader's File.
- ❑ Attending relevant in-service courses to keep up to date on Religious Education and reporting to staff.
- ❑ Managing the resources for religious education.
- ❑ Producing a development plan setting out the priorities for Religious Education.
- ❑ Developing Church/school links.
- ❑ Conducting an annual review of R.E. and the production of a report for the governors.
- ❑ Promoting Godly Play and child-led collective worship opportunities

## **COMMUNITY**

The school has special links with St. Mary's Church and St. Laurence's Church. Our school was indeed founded from a trust deed from a member of St. Mary's Church almost 100 years ago.

The vicar supports the school in many ways by taking regular collective worship and as a member of the Governing Body. The clergy support the development of the school's Worship Policy and the Policy for Social, Moral, Spiritual and Cultural development through the work of the Governor's Ethos committee.

An Agape meal is held every term and this is attended by all pupils, staff and Governors. Children in Key Stage 2 have the opportunity to prepare for First Holy Communion through a programme of lessons with members of the clergy.

Some year groups visit the Church as part of their RE units on the Church, where children engage in a range of activities to enrich their learning. These activities include an enactment of a Christening, sketching special parts of the Church, reflection and appreciating the atmosphere of the empty church.

Members of the Church community are invited to talk to the children, giving an insight into the regular life of our parish church. Members are also invited to school events, such as the Christmas and Summer Fayres.

The school supports the local Christian community through charitable events such as the Worthing Turning Tides charity, Damballa Road school in Sierra Leone and the Children's Society collection.

We attend church to celebrate major Christian festivals. A range of special services are planned throughout the year to which parents and friends are invited. These include The Christmas Service, the Harvest Festival, the Easter Service and the Leavers Service. Years 3, 4, 5 and 6 children plan and lead these services and the vicar gives an address and leads the school in prayers and a blessing.

The school actively promotes the understanding of other faiths by encouraging and welcoming parents and other members of the local community into school, to share knowledge and experiences with both children and adults.

## **RESOURCES**

Reference books are available for staff. Resources, mostly artefacts, to help equip us to teach about other religions, have been purchased.

RE books can be found in the Library and class book corners. Resources have been purchased for Godly Play.

### **RESOURCES: APPENDIX B**

**Bible Stories Flip Book  
Christianity Photopack  
Pentecost Poster  
Last Supper picture  
Francis of Assisi Poster  
Poster – The prayer of St. Francis  
Big Book of St. Francis of Assisi  
Map of the Holy Land  
Portrait of Jesus  
Big Book the Lord's Prayer  
My Life as a Christian Big Book  
Festivals Big Book  
Baptism candles, certificates and cards  
The Good Shepherd Big Book  
Easter Candle  
Hot cross bun replica  
Various crosses and crucifix (the Risen Christ Cross)  
Jesus Through Art  
Big Book the First Musician (story of David the Shepherd Boy)  
Frankincense and Myrrh  
Postcards from English Martyrs R.C. Church  
Photographs taken inside and outside St. Mary's Church  
Selection of children's Bible and copies of the Rainbow Bible  
Also see Classroom Book Audit**

## JUDAISM

Two Candles (audio tape of Jewish Festival Songs)  
Judaism Photopack A3  
Judaism Photopack A4  
Festival Photopack  
My Life as a Jew  
My Jewish Faith Big Book  
Jewish shekels

## SHABBAT

Kiddush cup  
x2 Challah loaves  
Challah cover  
Havdalah candle and candlestick  
Havdalah spice box  
A pair of silver Shabbat candlesticks with candles  
Story Bag A Day of Rest (containing the candlesticks  
and candles, a tape The day of Rest and little book A Day of  
Rest)  
Shabbat Fun (children's explanatory book)

## PASSOVER

Seder Plate in plastic x 3  
Brass Seder Plate  
Passover cards  
Story Bag Let My People Go – the story of the Passover  
Matzah cover  
Children's Haggadah

## HANNUKAH

Hannukah candlesticks with candles  
Wooden dreidel x 1 large, pack of small to play the game  
What is Hannakah?  
Hannakah (book)

## ROSH HASHANAH

Honey pot  
Rosh Hashanah cards

## PRAYER

Enamelled Mezuzah  
Kippah (capel)  
Child's Kippah

## TORAH

Children's prayer shawl (Tallith) in bag

Chrome yad  
Torah scroll replica in velvet mantle  
Other scrolls  
Torah poster  
Various pictures from Photopack

## SACRED WRITING

Hebrew stencils  
Tenakh, Hebrew/English Bible

## ISLAM

Qu'ran and stand  
Prayer carpet  
Eid cards  
Islamic Photopack  
Islamic Designs  
Big Book my Muslim Faith  
Ramadan and I  
Id-ul-Fitr  
My Life as a Muslim  
Video World Faiths including Life of Mohammad

## HINDUISM

Aum symbol  
Murtis of Hindu deities  
Puja tray  
Divali and Holi posters  
Curriculum Visions books:  
Mandir  
Hindu faith and practice  
Hindu holy days  
Hindu art and writing

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