



# St John's C of E Infant School Policy for Religious Education

Updated January 2023

## Let your light shine!

### Our School Vision

*St John's is a place where we can grow as life-long learners, understand the value of **trusting friendships**, show **thankfulness** and compassion to others and can make mistakes, knowing that we will be **forgiven**. We can both find **peace** and become peacemakers in the knowledge that we are all treasured and **loved** as precious children of God.*

*I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.*  
John 8:12

These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community.

Jesus also reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world!

*In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*

Our vision is built upon the values our school community decided were the most important Christian values. These are the centre of our focus in educating the children and in all the decisions we make as a school and involving all stakeholders.

### Our School Values:

At the heart of all we do, it is our aspiration that our children will live out our values both now, in school and at home, and later as they journey on in life. Our Year 2 children have a leadership role to help support and develop these roles. This is then handed on annually to the next class and thoughtful reasons for choices of person are given. Our school values are underpinned by the British Values of Democracy, Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of Those with Different Faiths and Beliefs.

 <p><b>Thankfulness</b> 1 Thessalonians 5:18 'Give thanks in all circumstances'</p>	 <p><b>St John's School values</b> These are our values leaders</p> <p>"I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." John 8:12</p>	 <p><b>Peace</b> Psalm 34:14 'Do good; seek peace and pursue it.'</p>	
 <p><b>Love and Compassion</b> Peter 3:8 'Live in harmony with one another'</p>	 <p><b>Forgiveness</b> Ephesians 4:32 'Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you.'</p>	 <p><b>Trust</b> Proverbs 3:5 'Trust in God with all your heart.'</p>	 <p><b>Friendship</b> Ecclesiastes 4:10 'If one falls down, a friend can lift him up.'</p>

Alongside our School Values we have our **Rainbow Rules** which help to guide our daily choices. These are referenced by all staff within the community; they are on display around the school and can also be referenced by visitors.



These are reinforced in badges on our Marvellous Me app which allows staff to award merit badges to the children for their achievement in following these rules.

### **National Curriculum Requirements for Key Stage 1**

In line with legal requirements, Voluntary Aided Church of England Schools we ensure that we provide RE in accordance with the teachings of the Anglican Church. We follow the Guildford Diocesan Guidelines for RE.

In KS1 (Key Stage 1) pupils should study 144 hours across the key stage (72 hours per year), or approximately 1 and half hours per week (10% of the teaching time.)

RE can be delivered weekly, or in a block themed approach or cross curricular. In addition, the children engage in an Easter Pause Days.

### **Philosophy/Aims**

Children come to school with a natural curiosity about their world and existence.

Our aim is to develop an understanding of the meaning of faith and its social, moral, and personal significance by:

- Nurturing and challenging children from families of Christian faiths, no faith, and other faiths.
- Contribute to pupils' personal development including spiritual, moral social and cultural development, and linking this with the teaching of PSHE (Personal, Social, Health and Economic).
- Give pupils the opportunity to explore religious language and symbolism.
- Introduce children to other world faiths
- Experience Christian faith and places of worship

### **Delivery**

Children will participate in a wide range of activities and experiences. They will be given opportunities to develop spiritually and learn through:

- First-hand experience - the use of visitors, visits to places of worship, artefacts, and festivals
- Expression – using imaginative play, drama, hot seating, creative art and design, dance, literacy
- Investigation - of stories, religious texts (including the Bible), beliefs, practices, and religious ways of life
- Reflection - consideration of their own and others feelings, experiences, beliefs, attitudes, and spirituality
- Making links (synthesising) – making connections between learning and life
- Enquiry based learning - investigation, interpretation and understanding;

- Evaluation – critically engaging with what they have been learning, responding to the thoughts and opinions of other children, discussing the key enquiry questions (big questions.)

## **Planning**

### **The Early Years Foundation Stage**

In accordance with the Development Matters in the EYFS (Early Years Foundation Stage) children are taught to know about similarities and differences between themselves and others, and among families, communities, and traditions.

This is delivered in a variety of methods and cross curricular, using the Guildford Diocesan guidelines. This includes the experiences, festivals, and stories from different faiths.

### **Key Stage 1**

Our R.E. unit planning is guided by Guildford Diocesan Guidelines for Religious Education, which ensure a balanced and comprehensive R.E. curriculum (see the R.E. Learning overview Long Term Plan).

The Guidelines provide Units on:

- Christianity (not less than 80% of RE time is spent on Christianity)
- Judaism and Islam (not more than 20% of RE time is spent on other faiths).

Long term planning for RE is undertaken in the context of the school's overall curriculum plan which reflects the needs of all the children. The staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units. We have agreed a two-yearly long-term plan for KS1 and a yearly plan for the EYFS. This includes the compulsory Diocese units, Pause Days and Optional Study Units. Some R.E. learning is additionally taught as part of our outdoor learning.

Medium term planning identifies the area of a specific topic that will be focused upon each week.

Short term planning is the responsibility of individual teachers who build on the medium-term plan by taking account of the needs of the children and identifying ways in which ideas might be taught to the children. The lessons reflect the principles of **enquiry-based learning**, using the skills of Reflecting/Interpreting/Synthesising/Empathising/Expressing.

## **Progression**

Progression is ensured by using the Unit Planning information and using the Diocesan assessment criteria given at the end of each unit. The children are assessed against 'Learning about' and 'Learning from.'

## **Differentiation**

A range of methods are used - this could be targeted by outcome, differentiation through setting different tasks, questioning or the use of different resources. The needs of all vulnerable children including those of the SEN register will be accounted for.

## **Assessment Recording and Reporting**

There are both formative and summative assessments made by the teachers for all children.

In the **EYFS** the children's progress is assessed and monitored at the end of 3 of the units\*; additionally, it is monitored throughout the year in the EYFS areas of, primarily 'People, culture and Communities', but also Personal, Social and Emotional development'. At the end of the academic year the children are assessed in all areas of the EYFS against the criteria of 'Emerging,' and 'Expected.'

In **KS1** teachers use the assessment sheet, provided by the Guildford Diocese, at the end of three of the units\*\*, to assess the children. Class books will be created for some units to show the journey and discussions through the topic. At the end of the academic year a best fit of 'emerging' or 'expected' is given to each child as a summative assessment for the year.

### **Resources**

Resources are kept in the Beehive in labelled boxes with appropriate artefacts and books.

### **Equal Opportunities**

This relates to the Equal Opportunities and Inclusion Policies. All pupil groups will be provided for according to their identified needs. We ensure equal access to the RE curriculum for all regardless of ability, sex, race, or disability.

In accordance with the Education Act of 1944 and 1988, parents have a right to withdraw pupils from RE lessons. However, we encourage them, where possible, not to do this as we promote inclusion.

### **Health and Safety Issues**

Children should be taught to use materials and artefacts in accordance with health and safety requirements. Equipment should be stored and handled correctly and with respect.

### **RE Leader Role**

The Leader is responsible for drawing up the elements of the policy and guidelines. This is discussed and agreed with the staff and Governors. The Leader will plan time to evaluate and monitor the teaching of RE in each year group. This will include book looks, lesson observations and data analysis. When observing teaching, the RE leader will use St John's Teaching Charter. The leader will look in depth at the quality of RE education including intent, implementation, and impact.

### **Appendix A**

\*Units assessed in the **EYFS**: 'Why do we have celebrations;'; 'There is no place like home.;;' 'Meals with Jesus' or 'New life all around.'

\*\* Units assessed in KS1:

**Year 1** – 'What is the Bible about?'; 'Is Easter happy or sad?'; 'What is important for Muslim children?'

**Year 2** – 'Why is the Bible an important book?'; 'What is Easter really about?'; 'What is the Torah and why is it important to Jews?'

**Each classroom will have an RE display/ reflective space. Displaying the big questions relevant to the unit they are exploring, adding any questions the children have.**

This will include

- Values poster
- School/class prayer
- Cross
- Candle
- Bible