



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E First School

Religious Education Policy

January 2023

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Aims and Objectives

At Grange View Church of England First School we know that every pupil has an entitlement to religious education (RE). It is a necessary part of a 'broad and balanced curriculum' and we aim to stimulate children's interest by providing engaging activities and a positive working environment while enhancing the school's ethos as a church school. We aim to develop each child's capabilities and expand upon their experiences to encourage a positive attitude towards Religious Education, specifically:

- To develop their knowledge and understanding of, and their ability to respond to, the major world faiths
- To consider questions of meaning and purpose in life
- To enable children are religiously literate and can make reasoned and informed judgements on religious and moral issues
- To develop children's sense of identity and belonging, preparing them for life as citizens in an increasingly diverse society
- To reflect on, analyse and evaluate their own beliefs, values and practices and communicate their responses
- To learn from as well as learn about religion and religious diversity
- To work with others, listen to each others' ideas, and treat others with respect
- To have opportunities to consider their own experiences, attitudes and values, and those of other people
- To relate to moral, religious and philosophical issues
- To consider religions and religious beliefs within local, national and international contexts

Religious Education Curriculum Planning

We use the **Northumberland Agreed Syllabus (2022)** for teaching Religious Education as the basis for our teaching and to ensure coverage of the key elements in RE. As a school we teach Religious Education through a discreet scheme of work and use Understanding Christianity as a resource to aid effective planning and teaching. We ensure that there are opportunities for children of all abilities to develop their experiences and skills in each unit and we have a planned progression so that children can be increasingly challenged as they move through the school.

Our long-term plan maps the Religious Education topics studied throughout the two year rolling programme. The two year rolling programme allows children to have complete coverage of the agreed syllabus without having to repeat units of work within a key stage. Our medium-term plans provide greater information about how each unit of work will proceed and are largely based upon the agreed syllabus units of work. At Grange View we ensure all children receive an hour each week of RE plus additional themed days and weeks throughout the year including; interfaith week, Christmas and Easter.

Grange view First School RE overview

	Aut 1	Aut 2		Spring 1	Spring 2		Summer 1	Summer 2	
EYF5	F4: Being special; Where do we belong?	F2: Why is Christmas special for Christians? <i>(incarnation)</i>		F1: Why is the word 'God' so special to Christians? <i>(God)</i>	F3: Why is Easter special to Christians? <i>(salvation)</i>		F6: What times/stories are special and why?	F5: What places are special and why?	
KS1 A	1.1 What do Christians believe God is like? <i>(God)</i>	1.7 Who is Jewish and how do they live? <i>(part 1)</i>	Christmas week in class	1.10 What does it mean to belong to a faith community?	1.5 Why does Easter matter to Christians? <i>(salvation)</i>	Easter drop down day- whole school	1.6 Who is Muslim and how do they live? <i>(part 1)</i>	1.9 How should we care for the world and for other and why does it matter?	Hinduism Unit Multifaith Thematic Units
KS1 B	1.2 Who do Christians learn from the creation story? <i>(Creation/fall)</i>	1.3 Why does Christmas matter to Christians? <i>(incarnation)</i>	Christmas drop down day- whole school	1.6 Who is Muslim and how do they live? <i>(Part 2)</i>	1.7 Who is Jewish and how do they live? <i>(part 2)</i>	Easter week in class	1.4 What is the 'Good News' Christians believes Jesus brings? <i>(Gospel)</i>	1.8 What makes some places sacred to believers?	Jewish Unit Muslim Unit
KS2 A	L2.2 What is it like for someone to follow God? <i>(people of God)</i>	L2.7 What do Hindus believe God is like?	Christmas week in class	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus dies 'Good Friday'? <i>(salvation)</i>	Easter drop down day- whole school	L2.6 For Christians, when Jesus left, What was the impact of Pentecost? <i>(Kingdom of God)</i>	L2.12 How and why do people try to make the world a better place?	Christianity Unit
KS2 B	L2.1 What do Christians learn from the Creation story? <i>(creation/fall)</i>	L2.3 What is the 'Trinity' and why is it important for Christians? <i>(incarnation/God)</i>	Christmas drop down day- whole school	L2.9 How do festivals and worship show what matters to Muslim people?	L2.10 How do festivals and family life show what matters to Jewish people?	Easter week in class	L2.4 What kind of world did Jesus want? <i>(Gospel)</i>	L2.11 How and why do people mark significant events of life?	

The Northumberland Agreed Syllabus 2022 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.

- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Christianity and Other faiths

Following the Northumberland agreed syllabus we ensure all pupils develop an understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hindu Dharma, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following:

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
5-7s Key Stage 1	Christians, Jews and Muslims.	
7-11s Key Stage 2	Christians, Muslims, Hindus and Jews.	
11-14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists.	
14-16s Key Stage 4	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. ¹⁰	
16-19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.	

Personal, Social and Health Education (PSHE) and Citizenship

Through Religious Education children develop self-confidence by being provided with opportunities to explain and explore their views and ideas. We encourage the children to have healthy debates and gain self-confidence in communicating and expressing themselves in a variety of ways.

Spiritual, Moral, Social and Cultural Development

While teaching Religious Education we contribute to the children's spiritual, moral, social and cultural development.

Please see separate policy for Spirituality/ SMSC.

Teaching Religious Education to Children with Special Needs

We teach Religious Education to children, whatever their ability. Religious Education forms a part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in the Individual Education Plans. Where appropriate alternative or specialised equipment or activities will be provided.

Children's Exclusion from Religious Education Lessons

Right of withdrawal This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. If parents wish to withdraw their child/children from Religious Education Lessons and Collective Worship on the grounds of their beliefs they should:

1. Contact the class teacher to arrange a meeting with the class teacher and the RE lead to discuss the issues.
2. After this meeting, if they still wish for their child/children to be withdrawn from Religious Education lessons, parents should provide formal written notification.

The school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at Grange View, or by another school in the locality.

At Grange View children who are withdrawn will be able to stay in class completing work supplied by parents or guardians. They will remain in the class for staffing and supervision purposes. If parents or guardians would prefer their child to leave the room, then the child would sit within another classroom with the provided work.

Time Allocation

At Grange View we ensure all children receive an hour each week of RE plus additional themed days/ weeks throughout the year including; interfaith week, Christmas and Easter.

Assessment and Recording

We recognise that assessment in Religious Education is continuous and ongoing focusing on learning processes as well as final outcomes. Methods of assessment include observing, questioning, listening and where appropriate intervening. We assess children's work in Religious Education by making informal judgements as we observe them during each Religious Education lesson and a RE assessment at the end of each topic. At the end of a unit of work the teacher makes a judgement based on observations and the assessment. All assessments are collected and stored by the RE lead.

Resources

There are a variety of resources for teaching and learning Religious Education in school. These are kept within a central store in the hall. Other resources may be obtained through purchase, through discussion with the RE co-ordinator and head teacher. We have access to resources from The Schools Library Service and The Educational Resource Library at Church House upon request and reasonable time scale.

Professional Development/INSET

All staff are encouraged to attend relevant in-service training courses to develop and extend their skills.

Monitoring and Review

Monitoring of the standards of children's work and the quality of Religious Education teaching is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Religious Education, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject leader reviews samples of planning and children's work and, when possible, observes examples of Religious Education teaching across the school.

Date: January 2023

Signed: *R Griffin*

Chair of Governors

Review:

