



***High Aspirations, Moral Strength, Spiritual Depth***

Andrews' Endowed is a Church of England Voluntary Aided School with control from the Diocese of Winchester. This school was built on the foundation of the Christian faith, therefore knowledge and understanding of Christianity will always remain central in order to fulfil the provision of the trust deed.

Our School Values of **Love, Courage and Respect** underpin everything that we do at our school. Our whole school curriculum including RE also promotes our vision statement:

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**Legal Requirement:**

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. In this school, this means the Agreed Syllabus for Religious Education for Hampshire.

R.E. is taught at Andrews' Endowed CE Primary School in line with the county agreed syllabus "Living Difference IV" and the school's trust deed. As a school, we follow the "Understanding Christianity" scheme of work to teach the Christianity Units ensuring this dovetails with Living Difference IV.

Religious education at Andrews' Endowed CE Primary School is firmly rooted in the basic beliefs of Christianity. Whilst the diocesan guidelines for religious education are incorporated into the schemes of work, our approach is ecumenical and children of all faiths and none are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences.

**Rationale:**

Religious Education promotes the holistic development of the person. It facilitates the intellectual, social, emotional, spiritual and moral development of pupils and provides a particular space for children to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages them to reflect, question, critique, interpret, imagine and find insight for their lives.

Religious Education supports the development of students by helping them to: explore how religious and other beliefs are expressed; engage with life's big questions; and reflect on moral values for life.

**Aims:**

- To provide a wider range of encounters with religion, which will help children form a view of the world that they can apply to their own understanding.
- To encourage and develop children's interest and opinions about concepts that are common to themselves and religions.
- To develop and express their own values, spirituality and beliefs through developing a reflective approach to life.
- To enable children to consider the effects religion can have on people's lives
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;



- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions';
- To be a school where we:
  - o Nourish those of the faith
  - o Encourage those of other faiths
  - o Enable those who have no faith to explore and develop their thinking

### **Principles of teaching and learning in RE:**

RE at Andrews' Endowed Church of England Primary School is taught in line with the Hampshire Agreed Syllabus, with reference to Diocesan guidelines. We follow the recommended time allocation for RE of 36 hours per year for Key Stage 1 and 45 hours per year for Key Stage 2. RE can be taught as either weekly lessons or in blocked units. Decisions on which approach works best are made by individual teachers, in consultation with the RE Subject Leader, depending on the topic for each half term. Collective Worship is not a part of this recommended time for Religious Education.

The Living Difference inquiry-led approach to teaching always starts with real and concrete situations and encounters, and also makes room for the different ways in which children experience what they encounter. Children engage in systematic and informed ways with the different dimensions, words and concepts of religious traditions and practices. Religious education acknowledges the diversity of experiences that children have.

The Living Difference IV approach to teaching religious education has three important moments:

- **An experiential moment** ensures religious education always starts with real and concrete situations and encounters, and also makes room for the different ways in which children and young people experience what they encounter. This is usually introduced at and just before the Communicate step.
- **An intellectual moment** is there to ensure children and young people engage in systematic and informed ways with the different dimensions, manifestations, words and concepts of religious traditions and practices. This is there to deepen and broaden their understanding and ensure that they are knowledgeable and informed about the matters at the end. This is particularly present at the Inquire and Contextualise steps and at the Evaluate step when the child and young person begins to discern the value of what has been studied.
- **A moment of discernment:** for all this to have meaning for children and young people, it is important that it remains grounded in the child's or young person's concrete experiences. It should acknowledge the diversity of experiences that children and young people will have, so that, over time religious education can make a positive contribution to the ability of children and young people to discern how all this might matter in their own lives. This is particularly experienced in the 'Evaluate' step of the inquiry.

Each inquiry unit is based on a concept. Concepts are introduced progressively and enable the pupils to interpret religion in relation to human experience. The long-term plan



for RE is designed in a way that ensures that concepts are taught in an appropriate sequence and at an age-appropriate stage of learning. Concepts can be classified as:

- A-concepts: Concepts that are common to all human experience, such as thanking, new life, welcoming, remembering, special, celebration, freedom, rights, compassion, justice
- B-concepts: Concepts that are shared by many religions and used in the study of religion, such as God, worship, prayer, sacred
- C-concepts: Concepts that are specific to particular religions, such as Sangha (community), agape (selfless love), Umma (community), Sewa (selfless service), Torah (instruction)

There are four Golden Thread concepts (community, belonging, special and love) which are revisited regularly (once in KS1, again in Lower KS2, again in upper KS2) throughout the key stages, in a spiral curriculum. This regularly continues into secondary school, thus supporting transition between the key stages, ensuring a common language is threaded throughout.

Christianity is studied in every year group, in accordance with the legal requirements of the Education Act 1996.

- In Foundation Stage (YR) and Key Stage 1 (Y1/Y2), pupils engage with aspects of Christianity and Judaism.
- Christianity and Hinduism is studied in Y3 and Y4
- Christianity and Islam is studied in Y5 and Y6. Y6 also compare creation stories from a Christian and Humanist perspective.

Where possible, and in response to the cohorts that we teach, some links are made to how the concept is applied in other religions (or non-religions) to ensure relevance to all our learners and a sense of belonging for all.

Links are being made between RE and other areas of the curriculum through the use of some well-chosen philosophical questions. These questions tie many aspects of learning together and are recorded on the RE long-term plan.

The long term plan for RE is attached to this policy as an appendix.

### **RE in the Foundation Stage:**

RE in the Foundation Stage is covered through the 'Personal, Social and Emotional Development', and 'Understanding the World' aspects of learning and development.

Where possible, links are made between RE and other areas of learning, as children work towards the Early Learning Goals. Children encounter simple concepts which are particularly appropriate for this stage in their development such as 'Specialness' through the Hampshire Agreed Syllabus.

### **Strategies for the teaching of RE:**

RE stands as an academic subject in line with other such subjects within the school and is treated as such. It is taught in accordance with the school's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning.

These being:

- Exploiting cross-curricular links wherever possible
- ensuring the curriculum is real, relevant and relatable to each learner in the cohort



- Links are made with creative arts such as drama, dance, music, art, cooking and literacy
- use of Widget pictorials to support subject-specific language development and use of key vocabulary
- Working walls and/or knowledge organisers have key vocabulary clearly defined and accessible to children.
- Scaffolding and scribing by class teacher/other adult at times, to give maximum effort to the processing and deep thinking of a task.
- A mix of whole-class, group and individual approaches
- Mixed ability grouping where appropriate
- Use of artefacts, big books, posters, DVDs and artwork
- Use of music to create an atmosphere or for expression of ideas and emotions
- Visiting speakers – ensure prior briefing as to children's capabilities, delivery, etc
- Visits, eg to places of worship, museums or art galleries
- Use of ICT, eg digital cameras, tablets, interactive whiteboards and websites.

Wherever possible, we use first hand experience as a stimulus for learning. We encourage children to explore aspects of religious texts (simplified as appropriate), including digital media, and support the children to ask questions about the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.

When planning and delivering the curriculum, reference is made to ensure that the health and safety, equal opportunity and special needs policies are met. The school has close links with the local church where visits for learning are carefully planned. Outside visitors from the world faiths studied in school also contribute to the RE curriculum.

#### **Strategies for progression and continuity:**

The RE manager provides long-term and medium-term planning. Individual teaching staff are responsible for short-term planning of each unit to suit the individual needs of the class. Support from the RE manager is available if needed.

Monitoring of RE teaching is undertaken periodically by the RE manager and/or Headteacher, in accordance with the school's monitoring schedule. The aim of any monitoring is to ensure the quality of teaching and learning, and to check that there is appropriate continuity and progression within the subject across the school.

#### **Strategies for recording and reporting:**

Assessment procedures for RE follow the assessment and marking policies of the school. Assessments are made to monitor the attainment and progress in RE, raise standards and inform future planning. These assessments can be written, drawn, spoken or acted tasks. In each unit, a different step in the Inquiry cycle is assessed, ensuring all steps are assessed each year. Attainment in RE is recorded (using RAG rating) on a word document table by individual class teachers and these are shared with the RE manager. They are passed on to the next class teacher at end of year to form a picture of current attainment in RE. Children's progress in RE is reported to parents annually.



**Strategies for the use of resources:**

A range of resources are available to enrich the RE curriculum, including artefacts, DVDs and poster booklets. Resources are audited each year and ordered by the RE manager in consultation with the Headteacher regarding budget allocations.

The resources are stored in the boxes near the ICT suite. The library in school is also a valuable resource for Bibles, religious stories or stories exploring a range of concepts.

Use is made of the Hampshire RE centre to supplement and enhance the resources available to the staff and children. Teachers should discuss any resource needs with the RE manager who can order a huge range of resources from the RE centre.

**Legal Framework and Parental right of withdrawal:**

The Education Act 1996 requires that:

- Religious education should be taught to all pupils/students other than those in nursery classes and except for those withdrawn at the wish of their parents.
- Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education
- Religious education in all county and voluntary controlled schools should be taught in accordance with an agreed syllabus
- An agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain
- An agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils
- An Agreed Syllabus Conference must be convened every five years to review the existing syllabus.

The Hampshire Agreed Syllabus, adheres to the requirements above.

Whilst we acknowledge that parents have the right to withdraw their children from the teaching of RE, any parent wishing to withdraw their child would need to arrange a meeting with the Headteacher first. We would seek wherever possible to achieve a common understanding and a way forward which was mutually acceptable, putting the needs of the child first and foremost.

It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute RE within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.



**Control Box**

<b>Version</b>	1	<b>Date/Effective from</b>	Spring 2025
<b>Author</b>	Jenny Hudd	<b>Review Date</b>	Spring 2028
		<b>Responsibility</b>	Senior Leadership Team

**Associated Policies, Documents, Agencies:**

- Curriculum Policy
- Collective Worship Policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Concept & Key Qu	<b>Belonging</b> Being part of the school community & meeting local clergy	<b>Celebration</b> Why do Christians perform Nativity plays at Christmas? (incorporating LD Celebrating birthdays)	<b>God</b> Why is the word 'God' so important to Christians? Church visit?	<b>New life</b> Why do Christians put a cross in an Easter Garden? (incorporating LD Celebrating Easter)	<b>Creation</b> How can we care for our wonderful world?	<b>Celebrating</b> Celebrating Shabbat
Assessment focus	N/A	Apply	Inquire	Evaluate	Communicate	Contextualise
Year 1	<b>Creation</b> Who made the world?	<b>Waiting</b> Why does Christmas matter to Christians? Church visit?	<b>Love</b> What do Christians believe God is like?	<b>Sad &amp; Happy</b> Why does Easter matter to Christians? (incorporating Sadness to Happiness)	<b>God</b> Jewish ideas about God	<b>Community</b> Passover
Ph Qu	Who made the world?	Why wait?	What is love?	Why is sadness as important as happiness?	Who's in charge?	How can our actions change our community?
Assessment focus	Inquire	Evaluate	Contextualise	Contextualise	Apply	Communicate
Year 2	<b>Belonging</b> Judaism: Family	<b>Special</b> Why does Christmas matter to Christians? (Digging deeper)	<b>Creation</b> Who made the world? (Digging deeper)	<b>Changing emotions</b> Why does Easter matter to Christians? (Digging deeper) Church visit	<b>Special/Worship</b> Special places: synagogue Synagogue visit?	<b>Friendship</b> What is the good news that Jesus brings? (incorporating Friendship unit)
Ph Qu	Where do we belong?	Are we all the same?	Is it important to understand our planet?	What are feelings?	What makes a place special?	What does it mean to care?
Assessment focus	Evaluate	Communicate	Inquire	Contextualise	Inquire	Apply
Year 3	<b>Belonging</b> Hindu traditions -Divali	<b>Angels</b> KS2 Angels, incorporating Diocesan unit: An angel just like me Church visit	<b>Stewardship</b> What do Christians learn from the creation story? (incorporating Stewardship LD unit)	<b>Hope</b> Why do Christians call the day Jesus dies 'Good Friday'?	<b>Special</b> Ritual & Hindu Rites of Passage Hindu visitor	<b>God</b> Trinity (incorporating LD resources)
Ph Qu	What do we gain from belonging?	How can we see the way?	What are we responsible for?	How do emotions affect our actions?	What is special about ritual?	
Assessment focus	Contextualise	Inquire	Communicate	Apply	Evaluate	Evaluate
Year 4	<b>Love</b> What kind of world did Jesus want?	<b>Light of the World</b> What is the trinity? (Digging Deeper) Church visit	<b>Good &amp; Evil</b> Hindu Traditions - Holi	<b>Salvation -</b> Why do Christians call the day Jesus died 'Good Friday'? (Digging Deeper)	<b>Devotion</b> Mahashivatri Hindu visitor	<b>Community</b> When Jesus left, what was the impact of Pentecost?

Ph Qus	What is our legacy for the world?	What is harmony?	How many different ways can we be healthy?	Can you always believe what you see?		Who do artefacts in a museum belong to?
Assessment focus	Contextualise	Evaluate	Contextualise	Inquire	Communicate	Apply
Year 5	<b>Submission</b> Introduction to Islam: Muhammad and the Qur'an	<b>Incarnation-</b> Was Jesus the messiah?	<b>Umma/Community</b> Five pillars of Islam Mosque visit?	<b>Love/Sacrifice</b> What did Jesus do to save human beings?	<b>God</b> What does it mean if God is holy and loving? Church visit	<b>Gospel</b> What would Jesus do?
Ph Qu	What is out there?	Is seeing believing?		Why do we need to make sacrifices?		
Assessment focus	Communicate	Inquire	Contextualise	Evaluate	Contextualise	Apply
Year 6	<b>Creation/Fall</b> Creation and Science: conflicting or complementary?	<b>Belonging</b> How can following God bring freedom and justice?	<b>Kingdom of God</b> What kind of king is Jesus?	<b>Special/resurrection</b> What difference does the resurrection make for Christians?	<b>Ideas about God</b> Christian/Muslim God Talk Church visit	<b>Rites of Passage</b> Journey of life
Assessment focus	Inquire	Contextualise	Inquire	Apply	Communicate	Evaluate
Ph Qu	Does science have all the answers?	What is freedom?	Is mental health as important as physical health?	Does money make you happy?	What influences our views?	What makes a positive relationship?

Appendix 1: Long-term Plan 2024-25 With Philosophical Questions and Assessment Focus



Year __ RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus: Concept and Unit	Contextualise <i>Belonging</i> Hindu traditions -Diwali	Inquire <i>Angels</i> KS2 Angels,	Communicate <i>Stewardship</i> What do Christians learn from the creation story?	Apply <i>Hope</i> Why do Christians call the day Jesus dies 'Good Friday'?	Evaluate <i>Special</i> Ritual & Hindu Rites of Passage	Evaluate <i>God</i> Trinity
Skills (Beginning to...)	Accurately describe what has been taught about the meanings of concepts/words	Accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied	Express creatively as well as simply describe their response to their own experiences of the concepts/words introduced.	Recognise and simply describe how their responses relate to events in their own and sometimes other people's lives	Discern and simply describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern possible value for their own lives and communities	Discern and simply describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern possible value for their own lives and communities.
Core learning	Describe ways in which Hindus demonstrate a sense of belonging during Diwali.	Describe how angels are used in the stories of the birth of Jesus.	Express what their understanding of stewardship is.	• What experience do we have of the concept of 'hope' in our own lives (personally, as a school community, as a nation and globally)?	Describe the value of this ritual to Hindus, identifying and describing issues raised.	Make links between the texts and the idea of God in Christianity.

Appendix 2: Example assessment grid