



This policy aims to set out how and why religious education (RE) is taught at Christ Church School. Together with the scheme of work, it aims to ensure continuity and progression in the teaching of high-quality and stimulating Religious Education.

This policy is written with reference throughout to the LDBS RE Policy (2023) and the Church of England Education Office document 'Religious Education in Church Schools: A Statement of Entitlement' (2019):

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)

Our vision at Christ Church School



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life in our school through our Christian values of compassion, courage, community, simplicity and creativity.

Our RE teaching and learning contributes to achieving this vision by providing one element of a broad and inclusive curriculum, opportunities for the development of respect for all and for 'disagreeing well' with others' opinions and views and, in particular, opportunities for spiritual development of both children and adults.

Aims of RE teaching at Christ Church School

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

(RE Statement of Entitlement, 2019)

Status of RE at Christ Church School

RE is an important subject at Christ Church and has a core subject status and high profile within our curriculum. A minimum of 5% (and at times closer to 10%) of our curriculum time is dedicated to RE teaching and learning.

Legal requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. 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 should discuss this with the Headteacher before making this decision.

Scheme of work

In line with the Church of England's RE Statement of Entitlement and reflecting the school's trust deed, Christianity is the majority study within our scheme of work and comprises at least half of our teaching and learning.

The Governing Body of Christ Church School has adopted the London Diocesan Boards for Schools (LDBS) RE syllabus, making minor additions and amendments to reflect our context and local need. The LDBS syllabus is based around exploring 'Big Questions'.

There will be a balance of *learning about religion* and *learning from religion*.

See Appendix 1 for overview of scheme of work.

Teaching and Learning

Class teachers will be responsible for teaching the RE curriculum to their classes, in line with the LDBS syllabus. Clergy from Christ Church will aid the teaching of RE when appropriate.

Information about the LDBS RE syllabus (LDBS RE Policy, 2023)

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 – in line with the Church of England's vision for education
- 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 for 'life in all its fullness.'

Implementation of the LDBS syllabus

A high emphasis will be placed in all RE lessons on discussion, reflection and thinking skills. All children will be encouraged to contribute to class discussions about the 'Big Questions' which form the learning intentions for each unit of work and lesson.

Within every unit of learning the following steps take place as part of the learning process:

1. **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.
2. **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
3. **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.
4. **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 the Early Years Foundation Stage:

Through play-based learning, story telling and a range of child-initiated, adult-directed and adult-led tasks, children in Reception class will begin to develop their understanding of their own and different beliefs, cultures and celebrations. By the end of Reception, in line with the EYFS early learning goals, our aim is that children *will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class* (ELG: Understanding the World: People and Communities). Learning in RE will also support children's development in other areas of the EYFS framework including Personal, Social and Emotional Development and Communication and Language.

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. That they will be able to use confidently a wide range of religious and philosophical vocabulary. That they will 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. We aim for them to be critically thinkers and be able to engage critically with Biblical and other sacred texts. We want our children 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.

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*.

Equal Opportunities, Inclusion and Adaptive Teaching

At Christ Church School we aim to provide a broad, balanced and enriched curriculum to all pupils, regardless of their gender, ethnic, social or religious background. All children, of different faiths and no faith, will have equal access to the RE curriculum and be encouraged to participate fully in lessons. All pupils will be given equal access to the RE curriculum, through effective adaptive teaching.

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 and knowledge and to flourish.

Learning environment, resources and teaching methods

Teachers will ensure that an open, respectful and 'special' working atmosphere is created for RE lessons, where all views are valued and encouraged, where pupils can 'disagree well' with each other, ask their own questions and have time and space to reflect on their own and others' beliefs.

In common with all curriculum areas, a range of teaching methods will be used to engage, motivate, inform and teach. This may include using artefacts, images, drama, music, study of Biblical text, stories and whole class, group and individual work. We teach children how to handle artefacts with respect and care. Technology will be integrated into both the teaching and learning of RE wherever appropriate. Visitors to the school, (including parents/family members

of different faiths) and out of school visits (including to Christ Church, other local churches and other places of worship) are an important part of the teaching and learning. Teaching and learning will also draw on the experience of children and their families and encourage children to reflect on their own ideas.

Teachers, aided by teaching assistants, will record children's oral comments in class 'Big Questions' books, to reflect children's contributions to discussions and responses to each other.

Children will also be encouraged to record their learning and ideas in a range of different formats in their own RE books – writing, images, using technology, photographs, diagrams and records of drama and discussions. We use a range of recording because we are mindful that attainment and progress in RE may not mirror that in other subjects. Therefore, we seek to remove barriers which may inhibit a child who is working at the expected level or higher from sharing their valuable knowledge, thinking and discussion.

RE working walls will record the 'Big Questions' being studied in each class, as well as placing the topics in a Biblical timeline, where relevant. RE displays will be used regularly to celebrate and share children's learning within the class and with the wider school community. RE displays in the Church will also periodically share learning with the church community.

There are many cross-curricular links to be made with the RE scheme of work and these will be encouraged and exploited wherever possible. Links will also be made with our school's Christian vision and values, our Rights Respecting Schools work, assemblies and collective worship and the annual calendar of Christian Festivals and other celebrations. RE homework is set at least once a term.

Assessment

Ongoing formative assessments will be made by class teachers of children's progress and attainment in RE. These assessments will be made with reference to children's responses recorded in class Big Questions books, teacher's own records of children's oral comments and children's written and other work in their RE books. Teachers collect a range of evidence, so that judgements can be made holistically and accurately and adapt their plans according to these ongoing assessments. Clear outcomes are identified in each unit of work and assessment is explicitly linked to them, Children are involved in self assessment of their work wherever possible.

Teachers will summarise children's attainment in RE at the end of each term using the LDBS assessment scheme which measures children's progress towards key questions for each year group. This assessment data is discussed in termly pupil progress meetings with the head teacher. Such meetings provide the opportunity to identify areas of strength and for further development and support for both individual pupils and for cohorts. See appendix 2 for key assessment questions for each year group. Teachers report to parents on children's progress towards these key questions in annual reports.

At Christ Church School we recognise that achievement in RE should equal or be better than comparable subjects. We want all children to develop high levels of religious literacy as well as deep understanding of Christianity and other religions and world views.

Professional development

Teachers will be offered appropriate training for the teaching of RE, including from school staff, clergy and external organisations, including the London Diocesan Board for Schools. The RE subject leader attends and plays an active role in the LDBS RE leaders' network and, through this network, the school works with other local schools to share good practice, moderate assessments and develop resources. In line with its status as a core subject, appropriate time and resources will be allocated to professional development in RE.

Monitoring

The RE subject leader has the initial responsibility for monitoring teaching and learning in RE, through lesson visits, learning walks, work scrutiny and discussions with pupils, and will report to head teacher.

The governor with responsibility for RE alongside the Governors Teaching, Learning and Standards committee will provide support to the RE subject leader and have an oversight of monitoring outcomes and the RE subject leader's development plan. They will provide feedback to the full Governing Body.

A SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection takes place every five years, and includes inspection and reporting on the effectiveness of Religious Education in the school.

Review

This policy will be shared with parents/carers through our website and newsletter and reviewed at least every three years, by the RE subject leader, the head teacher and the Governing Body to take into account any changes in LDBS or national guidance and to ensure it is a reflection of current best practice. The full Governing Body has the responsibility to agree the RE scheme of work and any changes to this scheme.

RE subject leader
June 2023

Appendix 1 – Overview of scheme of work



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

RE scheme of work from 2023-2024 onwards

(based on LDBS scheme of work)

	<u>Autumn</u>	<u>Christmas – Theological concept: Incarnation</u>	<u>Spring</u>	<u>Easter – Theological concept: Salvation</u>	<u>Summer</u>
<u>Reception</u>	Who made the wonderful world and why?	Why is Christmas special for Christians?	**Why do Christians believe Jesus is special? Church visit	What is so special about Easter?	**Who cares for this special world? How did Jesus rescue people?
<u>Year 1</u>	What responsibility has God given people about taking care of Creation? **Why are saints important to Christians?	Why is each person important in the Nativity story?	What is it like to live as a Jewish person? Synagogue visit **What are God's rules for living – The 10 commandments	Why is Easter the most important festival for Christians?	**What does it mean to be a Muslim? **Why did Jesus tell stories?
<u>Year 2</u>	Why did Jesus teach the Lord's prayer as the way to pray? **Who Is the Saint of Our School? / What's the Story of our School name?	How does the symbol of light help us to understand the meaning of Christmas for Christians?	**Why are they having a party? **What is the story of Noah really all about?	How do the symbols of Easter help us to understand the meaning of Easter for Christians?	**How do the five pillars of Islam help a Muslim to show commitment to God -Allah? Mosque visit **Why do Christians make and keep promises before God?

	<u>Autumn</u>	<u>Christmas - Theological concept: Incarnation</u>	<u>Spring</u>	<u>Easter - Theological concept: Salvation</u>	<u>Summer</u>
<u>Year 3</u>	**What is the Bible's Big Story? Why is Remembrance important?	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	**What does it mean to be Jewish? Synagogue visit	Who is the most important person in the Easter story?	**What did the Buddha teach his followers about life?
			How do Christians believe following Jesus' new commandments and his two greatest commandments make a difference?		**Who is Jesus? (I amstatements)
<u>Year 4</u>	**How did belief in God affect the actions of people from the Old Testament?	Is the Christmas message of peace still relevant to today's world?	How do Hindus worship? **Do fame and the Christian faith go together?	What is Holy Communion and how does it build a Christian community?	What does it mean to be a Hindu? Mandir visit
	What are the beatitudes and what do they mean to Christians?				Why is liturgy important to many Christians?
<u>Year 5</u>	What do the miracles tell us about Jesus? What can we learn from wisdom?	How do art and music convey Christmas?	How did the first five gurus shape Sikhism?	What happens in churches during Lent, Holy Week and Easter Sunday?	How did the final five Sikh Gurus shape Sikhism? Gurdwara visit **Understanding faith in...
<u>Year 6</u>	**What might the journey of life and death look like from a Christian perspective?	How would Christians advertise Christmas to show what Christmas means today?	**What does it mean to be a Buddhist? (4 sessions) Buddhist temple visit	How does the Christian festival of Easter offer hope?	**How has the Christian message survived for over 2000 years?
	**Should every Christian go on a pilgrimage?		What does it mean to be a Jew? Until 2026/2027 for transition - then cover full Buddhism unit (Jewish Museum)		**Who decides? (Version a or b)

Appendix 2 – Key assessment questions/areas for each year group

Area of Enquiry	Key Questions		Expected Standard by the end of each year						
			Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, Teachings, Sources of Wisdom & Authority	How do religions and philosophies understand and develop beliefs and teaching within their traditions?		Talk about a religious story.	Retell a religious (eg Christian, Hindu etc) story and talk about it.	Retell a religious story and suggest meanings to some religious and moral stories.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.	Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers’ lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	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.
Ways of Living	How do people keep in touch with their faith/philosophy?		Talk about some belonging ceremonies (eg Christening).	Recall and name different beliefs and practices, including festival, worship rituals and ways of life.	Ask and respond to questions about why religious communities do different things.	Describe and begin to make links between some of the things that are the same and different for religious people.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
Ways of Expressing Meaning	How do people communicate their beliefs and values to others?		Talk about a religious symbol (eg star at Christmas).	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.	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.

Area of Enquiry	Key Questions	Expected standard by the end of each year						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questions of Identity, Diversity and Belonging	What do people say about human nature?	Talk about their family.	Begin to ask questions about the faith communities in their school.	Notice and respond sensitively to some similarities between different religious and worldviews.	Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.	Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.	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.	Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.
Questions of Meaning, Purpose and Truth	How do people tackle the big questions of life?	Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Ask important questions about life and compare their ideas with those of other people.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others about meaning, purpose and truth.	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.
Questions of Values and Commitments	What is the best possible use of life?	Say why their family is important to them.	Think about what is important to them and to other people.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Link things that are important to them and other people with the way they think and behave.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	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.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.