



# **UpHolland Roby Mill C of E Primary School**

**In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.**

**'We are brave and strong and stand fast in faith; all that we do, we do in love.' Corinthians 16:13**

## **RE Policy**

**RE Lead Nicola Grand**

Agreed by Governing Board November 2022

Policy will be reviewed by November 2023

UpHolland Roby Mill C of E Primary School is a voluntary aided Church of England Primary School and as such Religious Education lies at the heart of our curriculum. We aim to provide our pupils with the skills, knowledge and understanding to equip them to encounter life's experiences.

As a Voluntary Aided School, the management of Religious Education is a distinctive role of the governors and headteacher. At UpHolland Roby Mill C of E Primary School we use the Quesful RE syllabus from EYFS to Key Stage Two.

We exceed the required minimum of 5% of the school timetable and include at least 20% of that teaching relating to other world faiths.

### The aims of Religious Education in Church Schools are:

- 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: The Church of England Education Office 2019

### Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

### This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;

- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

### Religious Education in Church Schools should also help pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education in Church Schools should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

### Religious Education in Church Schools should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

## EYFS Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 I am special: Why are we all different and special? 4 <i>Islam 1</i>	EYFS 4 Christmas: How do Christians celebrate Jesus' birthday? 4 <i>Diwali and Hanukkah 2</i>	EYFS 3 Special People Why do Christians believe Jesus is special? 4 <i>Founders and leaders of faith 2</i>	EYFS 7 Easter: Why do Christians believe that Easter is all about love? 5	EYFS 9 Special Places: What makes a place holy? 4 <i>Holy Places 2</i>	EYFS 5 Stories Jesus heard: What stories did Jesus hear when he was a child? 4

## Key Stage One Curriculum

	Autumn	Spring	Summer
Cycle A	1.1 Harvest: How can we help those who do not have a good harvest? 4 <i>How do people of Jewish faith celebrate the harvest? 3</i>  2.2 Christmas: Why was the birth of Jesus such good news? 6	1.4 Jesus was special: What made Jesus special? 6 2.4 Easter: How do symbols help us understand the story? 5	1.7 Baptism: Why is Baptism special? 3 <i>How do people of world faiths welcome new babies? 3</i> 2.3 Jesus, friend to everyone: Why did Jesus welcome everyone? 6
Cycle B	2.5 The Church: Why is the Church a special place for Christians? 6 <i>Why are holy buildings important to people of faith? 4</i> 1.3 Christmas: Why do we give and receive gifts? 5	1.2 God and Creation: What are your favourite things that God created? 4 <i>What do people of Muslim and Hindu faith believe about how God made the world? 2</i> 1.5 Easter: What do you think is the most important part of the Easter story? 5	2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost? 4 2.1 The Bible: Why is the Bible such a special book? 6 <i>Do people of all faiths have holy books? 4</i>
Other Faith Focus	Islam		Judaism

LOVE

HOPE

COURAGE

Key Stage Two Curriculum

Cycle A and C

	Autumn	Spring	Summer
Year 3/4	<p>3.6 Harvest: How do people of faith say thank you to God at harvest? 3 <i>How do people of faith say thank you to God at harvest? 2</i></p> <p>S2 The Lord's Prayer: What do the words of the Lord's prayer really mean? 4</p> <p>3.2 Christmas: How does the presence of Jesus impact on people's lives? 5</p>	<p>3.3 Jesus: How did/ does Jesus change lives? 5</p> <p>3.4 Easter: Is the cross a symbol of sadness or joy? 5</p>	<p>3.5 Rules for living: Which rules should we follow? 6 <i>Does everyone follow the same rules? 6</i></p>
Year 5/6	<p>5.5 Old Testament women: Did she make the right choice? 5 <i>Jewish festival of Purim 2</i></p> <p>Christmas: How is Christmas celebrated around the world? 5</p>	<p>5.3 Jesus: Who do Christians believe Jesus was a great teacher? 6</p> <p>5.4 Easter: Why do Christians believe that Easter is a celebration of victory? 5</p>	<p>6.5 Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians? 4</p> <p>6.6 God: What is the nature and character of God? 5 <i>Have you discovered any beliefs about God in common across faiths? 3</i></p>
Other Faith Focus	Judaism		Hinduism

Cycle B and D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p>4.3 Jesus: Why do Christians believe Jesus is the Son of God? 7 <i>Why do Jewish people believe that the Sabbath/ Shabbat is so important? 2</i></p> <p>4.2 Christmas: Why is Jesus described as the light of the world? 4 <i>Jewish festival of Hannukah 2</i></p>		<p>4.6 Prayer: What is prayer? 4 <i>How do people of world faiths pray? 2</i></p> <p>4.4 Easter: A story of betrayal and trust? 5 <i>What do world faiths say about forgiveness? 1</i></p>		<p>4.5 The Church: Are all churches the same? 6 <i>Are all places of worship the same? Do people worship God in the same way? 6</i></p>	
Year 5/6	<p>6.7 People of Faith: How does faith affect people's lives? 4 <i>How does having faith affect people's lives? 3</i></p> <p>6.2 Advent: How do Christians prepare for Christmas? 5</p>		<p>5.1 The Bible: How and why do Christians read the Bible? 6 <i>Why are sacred texts so important to people of faith? 5</i></p>		<p>6.1 Life as a journey: Is every person's journey the same? 6 <i>Why do people of faith make pilgrimages? 4</i></p> <p>6.3 The Eucharist: Why to Christians celebrate the Eucharist? 3</p>	
Other Faith Focus	Islam			Buddhism		

The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to. Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.