

Winslow CE School RE Policy



Winslow Church of England School Statement of Intent for RE

Vision

At Winslow Church of England School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

RE makes a significant contribution to this and, as such, to our distinctive Christian character. It is highly valued and is central to our curriculum, helping to develop curiosity, community, communication and emotional awareness in our pupils. It promotes spiritual, moral, social and cultural development through the exploration of beliefs and attitudes and of how these affect the way we live our lives. It takes account of beliefs and practices found in the local community and, where possible, uses these as a starting point.

Intent

As a voluntary controlled school, we implement the Buckinghamshire Agreed Syllabus for Education, *Learning and growing through challenging RE**.

RE is both rigorously academic and deeply personal and the programme of study provides pupils with opportunities for the following, in a safe and supportive learning environment:

- to develop high levels of religious literacy
- to understand the nature and influence of religion*
- to pursue a personal quest for meaning, purpose and values*
- to formulate reasoned opinion and argument*
- to hold balanced, informed conversations about religious and other views
- to become reflective, effective thinkers, who demonstrate empathy and self-awareness

Pupils learn about beliefs, values and practices of principal religions and how these influence peoples' lives. Drawing on this, they reflect on their own and others' sense of identity, meaning and purpose. This can be defined as follows:

- theology – key ideas and beliefs of the religions studied, how and when these have arisen and how they shape our and others' relationships and views of the world
- philosophy – exploring big questions of morality, meaning and existence
- human science - investigating the practices of religious and non-religious believers, how these relate to the above and how they impact their lives, our communities and society in general.

Implementation

Pupils in the Early Years begin to explore elements of religious beliefs and practices within their provision as part of their developing knowledge and understanding of the world. This is built on in Key Stages 1 and 2, where pupils follow an enquiry approach to RE, using the Oxford Diocese scheme of work, in which the agreed syllabus is delivered through a coherently sequenced programme of half-termly units.

Units may be thematic, exploring similarities in beliefs and practice across 2 or 3 religions (such as places of worship or prayer) or focused on a significant element of a single religion (such as the belief and practice of

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Easter for Christians or the significance of the Qur'an for a Muslim), and move from a significant focus on the pupils' own lives and experience to a greater focus on that of others' as they progress through the school. Key questions are used as a starting point to explore and evaluate, and to reflect on and communicate the key concepts with in each unit. Where ever possible, learning is enriched through the use of visitors, visits and artefacts and pupils have opportunities to respond creatively and collaboratively as well as to record their learning on an individual level.

In key stages 1 and 2, RE is taught as a discrete subject in every class, usually on a weekly basis equating to at least 5% of curriculum time. Pupils study Christian worldviews as well non-religious worldviews (philosophy) and those of other religions. In Key Stage 1, pupils principally study the religious worldviews of Christianity and Judaism, with Christianity, Hinduism and Islam in Key Stage 2.

Impact

Pupils are expected to achieve or exceed the expectations set out in the agreed syllabus (see Appendix 1). Learning is assessed using the *building blocks* from the ODBE scheme (see Appendix 2) at the beginning and/or end of each unit. For example, this may take the form of a *prior learning* mini quiz, at the start of a unit, or *what can you remember?* mini quiz at the end. *Mini quiz* questions may also be used at the start of lesson to allow the children to assess what the children can remember from the previous lesson. Additionally learning is assessed in the moment in lessons by using an *I Wonder...* sticker. This allows the teacher to ask a question and for children to respond applying their learning to their own life and the opportunity to demonstrate deeper thinking.

These assessments, contribute to an overall teacher assessment judgements, recorded termly on Sonar in line with the school's assessment policy.

This is monitored by the subject leader as part of their yearly action plan and by the SLT and governing body through the SIAMS process.

Safeguarding

The children's well-being and safety is paramount at all times. Staff should be aware that teaching and learning in RE lessons may present opportunities for pupils to reflect on and discuss their own life experiences. They should be alert to the possibility that such discussions may elicit disclosures from pupils who are at risk of or suffering from abuse or neglect and should follow the school's child protection procedures should they have any concerns. Where digital technologies are used for RE, staff and pupils adhere to the school's online safety expectations.

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Appendix 1 from the Buckinghamshire Agreed Syllabus

The *Buckinghamshire Agreed Syllabus (2022-27)* defines expectations as follows:

KEY STAGE 1

Pupil Experience

- Identify - Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this
- Explore - Pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed
- Contextualise - Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class
- Reflect - Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others

Religious/worldview context

- Investigate - Pupils learn about related experiences and concepts within the religions explored
- Contextualise - Pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers
- Reflect - Pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live
- Respond - Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts
- Synthesise - Pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored

Universal Human Experience

- Reflect - Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs
- Apply - Pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed

LOWER KEY STAGE 2

Pupil Experience

- Identify - Peoples learn to identify what is most important to them in terms of people places celebrations and beliefs
- Explore - Pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why
- Contextualise - Pupils compare and contrast their own views with those of others in the class
- Reflect - Pupils think about how these different 'values' affect their own and other peoples' lives

Religious/worldview context

- Investigate - Pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and in the community
- Contextualise - Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions
- Reflect - Pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practises and how these compare with their own
- Respond - Pupils explain their responses to the beliefs and practises giving reasons for their views
- Synthesise - Pupils think about what the beliefs and practises show about what is important to human beings

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Universal Human Experience

- Reflect - Pupils reflect on what they have learned about what people and communities see as of great importance in life
- Apply - Pupils consider how their views on what is important in life may have developed through their study of these religions and world views

UPPER KEY STAGE 2

Pupil Experience

- Identify - Pupils identify their own responses to some of the big questions that life can throw at us
- Explore - Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied
- Contextualise - Pupils compare and contrast their own response with those of others in the class
- Reflect - Pupils consider why these are different responses to ultimate questions

Religious/worldview context

- Investigate - Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts and to explore what they reveal about different responses to ultimate questions
- Contextualise - Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions
- Reflect - Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions
- Respond - Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions
- Synthesise - Pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these

Universal Human Experience

- Reflect - Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience
- Apply - Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.

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Appendix 2 from the Oxford Diocese Scheme of Work

Building Blocks in the Scheme of Work for Church school RE



Christian Worldviews Building blocks			
Year Group	Beliefs and questions	Community and identity	Reality and truth
Reception	Christians are people who believe in a God. God came to earth as Jesus. Christians believe that God loves people and cares for them.	There are things that Christians do that show that they belong – Baptism for example, this can include going to church.	Christians read the Bible to get their ideas. Bible stories can be read in different ways.
Y1	Christians believe God created the universe. All creation is important to God. God's character is reflected in the beauty of the world.	Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home.	Christians read the Bible in different ways. It makes them ask questions about how to live, what is right and wrong. Many people think it helps them to answer some of these questions too.
Y2	Christians believe that God is loving, kind and just. God has many names including Lord, King, and Creator. Different Christians focus on different characteristics. Stories in the Bible show Christians what God is like.	Christians go to church to learn about God. Christians worship together because it encourages them. Christians often serve the wider community as part of a church	The Bible is complex and old, so teachers help Christians to understand. Leaders show Christians how to live. Not every leader, church or teacher does things the same way. Different Christians have different ideas about what the Bible teaches.
Y3	Christians believe that Jesus taught to show people how to live. Many Christians live to love and serve others. Christians believe that they can be forgiven for bad thoughts and actions.	Christians mark key life events in different ways around the world. Baptism, Confirmation and Communion are all markers of belonging. Certain beliefs inform the way these events are marked by different communities in different places.	Stories and histories are often interpreted by artists. The artistic interpretation of stories changes over time and between cultures. Artistic interpretation can change how the reader feels about a text.
Y4	Christians believe that Jesus is one of the three persons of the Trinity. Christians believe that God sent Jesus to earth to show that he loved humans. Jesus is fully God and fully man. The incarnation is one of the central beliefs of Christianity	The early church was still very Jewish in origin. The church in the Middle Ages read the Bible in Latin and so many people were not able to read it. The bible is now available in many languages so people can read it for themselves	Christians believe that they can communicate with God in prayer. They believe that God can communicate back to them. Christians believe that prayer makes a difference to them, other people, and the world. Christians claim that miracles happen because they pray.
Y5	Christians believe that Jesus was crucified on 'Good Friday'. Christians believe that the Bible points to the need for humans to be saved from sin and restored to a good relationship with God. The New Testament teaches that Jesus died for the salvation of humankind. The example of Jesus' sacrifice is followed by some Christians.	Rites of passage are important to some Christians and mark key events. Some rites of passage such as baptism have biblical roots. Some churches have Infant and/or adult baptism. Confirmation, weddings, and funerals are practiced in different ways in different cultures and traditions.	Many Christians hold their beliefs so deeply that they have been prepared to die for what they believe. That belief in life after death might play a part for some people. Know that there are other sacrifices that people can make for their beliefs.
Y6	Christians believe that the resurrection of Jesus reveals that he is divine. Most Christians believe that there is life after death, or eternal life. This belief gives Christians hope for the future but also makes some prepared to die for their beliefs. Because Jesus is still alive Christians have been given the gift of the Holy Spirit.	The teachings of Jesus encourage Christians to love and care for each other and the world. Christians believe that the good news of Jesus can transform the lives of people now and in the future. Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all.	Scientists and Christians put forward hypotheses about how and why the world is at it is. Some of these can be tested scientifically. Science and Christianity are not always seeking to answer the same questions. Many Christians believe that the knowledge discovered by scientists helps them to understand God.

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Building Blocks in the Scheme of Work for Church school RE



Religious and non-religious Worldviews			
Reception	<p>Many people believe in some divine being.</p> <p>Many people believe that there is no God and that humans are free to make their own choices.</p> <p>There are lots of stories that people tell to help them understand the ideas.</p>	<p>People like celebrating the important events in life.</p> <p>Celebrations help people to feel part of a community.</p> <p>Celebrations often involve special foods.</p> <p>There are lots of ways to celebrate.</p>	<p>Different people have different ideas about what is right and wrong.</p> <p>People get their ideas from the stories that they read and tell.</p> <p>Communities look for truth in different places and live it out in different ways.</p>
Y1	<p>The Jewish religion began in Israel when Abraham was called by God.</p> <p>Jewish people believe that there is one God.</p> <p>Jewish people believe that God is creator.</p> <p>They believe that God sets rules for life.</p>	<p>Shabbat is a weekly celebration for most Jewish people.</p> <p>Most Jewish people will do no work on Shabbat and will go to the synagogue.</p> <p>Shabbat helps most Jewish people to remember that God rested after creating the world.</p>	<p>There are a lot of shared ideas about the rules that are followed.</p> <p>The Golden rule is shared by many different groups of people.</p> <p>A person's worldview will affect what they think is right or wrong.</p> <p>The ten commandments may apply to many different people in different ways.</p>
Y2	<p>The Torah tells the stories of the early Jewish people and their relationship with God.</p> <p>The Exodus story teaches Jewish people that God had a plan to rescue them from their enemies.</p> <p>The Torah sets expectations for how a Jewish person should live.</p>	<p>The synagogue is the centre of community life for many Jewish people.</p> <p>The synagogue is the centre of worship for Jewish people.</p> <p>The synagogue is where Jewish people learn about God.</p>	<p>Different people think that different things are right.</p> <p>People get their ideas about what is right and true from other people and from the things that they read.</p> <p>Asking questions helps people to decide what is right.</p>
Y3	<p>Muslims believe in one God, and they call him Allah.</p> <p>Allah called Muhammad to teach people to follow him.</p> <p>Muhammad lived in a place where people believed in many gods. Muslims believe that the Bible and the Torah teach about Allah as well.</p>	<p>The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril.</p> <p>The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic.</p> <p>Learning the Qur'an by heart is a sign of dedication to Allah</p>	<p>Many Muslims believe that every part of the Qur'an is true.</p> <p>Other people believe that all religious stories are made up.</p> <p>The beliefs that a person has will change the way that they read a text.</p> <p>There is debate about what is true and reliable.</p>
Y4	<p>Many Hindus believe in one God, Brahman.</p> <p>Brahman is in everything and everywhere.</p> <p>There are many murtis that express different aspects of Brahman.</p> <p>Many Hindus see murtis as helping to focus on different aspects of God.</p>	<p>Hindus worship in the Mandir and at home.</p> <p>Many Hindus will worship daily, offering prayers and gifts to the Murtis.</p> <p>Arti and puja often help Hindus to cope with challenges of life.</p> <p>Worship and meditation form part of daily duties.</p>	<p>For many people there are places connected with their beliefs that are important to them.</p> <p>Different people recognise different places as spiritual.</p> <p>There isn't always agreement on what makes a place spiritual.</p> <p>Some people think that only what they can see is real.</p>
Y5	<p>Muslims have regard for the prophets of the Old Testament and Jesus.</p> <p>Muhammad is known as the 'seal of the prophets.'</p> <p>The hadith, which contains the saying of Muhammad as well as tales of his life is as important for many Muslims as the Qur'an.</p> <p>Islamic diversity stems largely from debates over the caliphate</p>	<p>The mosque is the centre of the community for many Muslims.</p> <p>It's the place where they go to learn about Allah and to conduct the five daily prayers.</p> <p>Ummah is the worldwide community of Muslims.</p> <p>The mosque is only one way in which Ummah is expressed: Hajj and the 5 pillars are other ways.</p>	<p>A good life is not something agreed on by all people.</p> <p>The Golden Rule gives some guidance that is accepted by most people.</p> <p>Many religions believe that there are rewards for living whatever they decide is a 'good' life.</p> <p>Many governments lay down rules that are meant to help people live a good life.</p>
Y6	<p>Hindu dharma is more a way of life than a system of beliefs.</p> <p>The goal of life for a devout Hindu is to achieve Moksha.</p> <p>Belief in reincarnation is a central tenet of Hindu dharma for many.</p> <p>Karma is an inevitable consequence of the way we live or lives.</p> <p>The five daily duties contribute to the understanding of life for a Hindu.</p>	<p>Pilgrimage to India is not a requirement of Hindu faith but many undertake one at least once in a lifetime.</p> <p>There are many destinations for Hindus.</p> <p>Many of these centres are on the Ganges.</p> <p>Different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres.</p>	<p>A worldview is a way of looking at the world and will influence the choices a person makes.</p> <p>There are organised and personal, religious, and non-religious worldviews.</p> <p>Everyone has a worldview.</p> <p>A worldview may be a combination of organised and personal opinions and may change over time.</p> <p>Experiences influence a person's worldview.</p>