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## STONE ST. MARY'S C.E. PRIMARY SCHOOL

### Policy for Religious Education

#### Rationale

Our curriculum is shaped by our vision – ‘caring, growing, shining together’. It ensures that all children are able to flourish and live life in all its fullness. We encourage children to develop curiosity through questioning and explore differences and similarities in a wide range of faiths through the Golden Threads that link all faiths together.

#### Introduction

Religious Education (RE) is an important subject at Stone St Mary's Church of England Primary School. It is part of the basic curriculum and is taught in accordance with the Kent Agreed Syllabus for Religious Education, as we are required to do by law. Also by law, RE must focus mainly on Christianity, whilst taking account of the other principal religions in Great Britain. We use the Rochester Diocesan RE materials to support the delivery of our locally agreed syllabus and we include aspects of Christianity appropriate to Primary Schools, as found in the Church of England's report on RE: 'Excellence and Distinctiveness' (2005).

#### Time Allocation

The Kent Agreed Syllabus requires a minimum 5% curriculum time for RE, which amounts to one hour a week at Key Stage One and 1.25 hours at Key Stage Two\*\*. (This is in addition to time for worship). As a Church school, we make sure that this is fulfilled.

#### Aims:

- to gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity
- to enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice
- to enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives
- to enable pupils to learn about religions and to learn from them.

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## Objectives

The following objectives will inform planning, teaching and assessment and be reflected in schemes of work.

To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.

- To identify and describe the key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals and sacred writings.
- To identify elements common to a number of religions, such as public worship and marriage ceremonies.
- To identify features which are distinctive of particular religious traditions, such as the use of a mezuzah in Judaism or views about alcohol in Islam.

To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues.

- To become aware of the ultimate questions which life raises such as: Is there a God? Was the universe created? Is there life after death? and to appreciate the different answers offered by religious and other traditions.
- To engage with issues which arise from a study of religions such as the value of special times and rituals, days for worship and festivals, mourning rituals and funerals.

To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.

- To appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat those less fortunate than ourselves.
- To appreciate the value of religious ritual and practice such as silence, stillness and reflection and active participation (e.g. dance and banner waving, etc.)

## Principles of Teaching and Learning – Variation and Inclusion

Policy and practice in religious education will reflect whole school policy and encompass the full range of age and ability where resources will be used effectively to support all. They will focus on religious practice and may be augmented by the use of some religious artefacts.

## Breadth and balance

Although work on Christianity will predominate, there will be work on other world religions. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills and respect for diversity. We will follow the Rochester Diocesan Scheme of work to follow the Kent Agreed Syllabus which encompasses 'Golden Threads' – community, God and identity - throughout.

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Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- listening to the teacher
- reading of texts
- seeking information for themselves e.g. in libraries and on computers
- discussion through Kagan structures
- pair, group work and circle time
- using a range of media such as artefacts, pictures, photographs, music and drama
- visits and visitors
- the use of ICT

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

### **Programmes of Study**

The Agreed Syllabus must be taught from Reception and is linked to the EYFS curriculum through the areas for learning and development. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate. They are taught through 'special' themes eg. Special People, Special Places, Special Times etc

At Key Stage One, RE is predominantly about Christianity, together with 2 units of Judaism and 2 units on Islam.

At Lower Key Stage Two, RE is also predominantly about Christianity, together with 2 units on Sikhism and 1 unit on Hinduism and 1 Thematic Unit.

At Upper Key Stage Two, Christianity predominates together with 2 units in Islam, 1 units on Judaism and 1 Thematic Unit.

The majority of the units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion. However, there are opportunities to compare and contrast religious ideas and beliefs through the 'Golden Threads'. See Appendix 1 (model overview – to be found in the additional documents section of the Rochester materials) for a more detailed summary of our RE scheme.

### **Approaches**

Our Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as responding and reflecting. Lessons are planned to develop each skill at a time.

### **Assessment recording and reporting**

Assessment in religious education will:

- involve identifying suitable opportunities in schemes of work

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- be directly related to the attainment targets in the Kent Agreed Syllabus of achievement in religious education
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- recognise the range of skills and attitudes which the subject seeks to develop
- employ well defined criteria for marking and assessment which identify progress and achievement as well as effort
- include pupil self-assessment.

Records of work covered will form the basis of feedback to pupils and reports to parents.

### **Role of the subject leader**

The Subject leader will:

- seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Agreed Syllabus
- ensure all teachers are aware of what should be taught in religious education, what resources are available and what outcomes are expected at the end of each key stage
- support colleagues and develop their subject expertise
- monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievement in line with the school's monitoring policy
- seek opportunities for professional development for themselves and other staff
- manage a delegated budget and order resources

### **Resourcing**

Religious education will be funded to enable a full range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music, CDs, DVDs and artefacts. Funding will also allow visits to different places of worship and provide INSET for all staff.

All resources will be stored safely, be easily accessible and kept in good condition.

### **Teachers right not to teach Religious Education**

Teachers in county schools have the legal right not to teach Religious Education and any refusal to do so will not be used to discriminate against them.

### **Parents right to withdraw pupils from Religious Education**

Parents have the right to withdraw their children from all or part of the RE curriculum. It would be appreciated if this were discussed with the head teacher before coming to a final decision. The school will deal sensitively with any requests from a parent to withdraw their child and comply with any request from a parent wishing to do this. Parents are not required to give a reason for doing this.

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## **Review**

The subject leader will monitor religious education in line with the school's monitoring policy.

This evaluation will form the basis for an action plan, which will inform the school improvement plan.

This policy will be reviewed every two years.

Date adopted by Governing Body: **Reviewed May 2022**

Full Review Date: to be reviewed May 2024

## **Appendix – Scheme of Work Overview**

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### Kent Agreed Syllabus incorporating Understanding Christianity (for Kent VC schools)



Black = Understanding Christianity units

Red = RE Today units of work

Blue = Diocesan units of work

Green = other

	AUTUMN		SPRING		SUMMER	
<b>Reception</b>	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	What do Christians believe is special about Jesus and the message that he brings?	<b>SALVATION</b> Why do Christians put a cross in an Easter garden?	What stories are told by and about people of different faiths and beliefs? with support from RE Today unit	What stories are told by and about people of different faiths and beliefs? with support from RE Today unit
<b>Year 1</b>	<b>GOD</b> What do Christians believe that God is like?	<b>INCARNATION</b> Why does Christmas matter to Christians? CORE LEARNING	<b>GOSPEL</b> What is the good news that Jesus brings? CORE LEARNING	<b>SALVATION</b> Why does Easter matter to Christians? CORE LEARNING	<b>JUDAISM</b> Who is Jewish and what do they believe?	<b>JUDAISM</b> Who is Jewish and what do they believe?
<b>Year 2</b>	<b>CREATION</b> Who made the world?	<b>INCARNATION</b> Why does Christmas matter to Christians? DIGGING DEEPER	<b>GOSPEL</b> What is the good news that Jesus brings? DIGGING DEEPER	<b>SALVATION</b> Why does Easter matter to Christians? DIGGING DEEPER	<b>ISLAM</b> Who is a Muslim and what do they believe?	<b>ISLAM</b> Who is a Muslim and what do they believe? OR SCHOOL DESIGNED UNIT: A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY
<b>Year 3</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>SIKHISM</b> What is important for Sikh people?  CHRISTMAS theme 2 lessons	<b>INCARNATION</b> What is the Trinity? CORE LEARNING	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>SIKHISM</b> How do Sikh people worship and celebrate?

<b>Year 4</b>	<b>CREATION</b> What do Christians learn from the Creation story?	<b>INCARNATION</b> What is the Trinity? DIGGING DEEPER	<b>GOSPEL</b> What kind of a world did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	<b>HINDUISM</b> What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this? See updated plan
<b>Year 5</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? CORE LEARNING	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>JUDAISM</b> What does it mean to be Jewish in Britain today?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1) See separate guidance*
<b>Year 6</b>	<b>CREATION</b> Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	<b>GOSPEL</b> What would Jesus do?  CHRISTMAS theme 2 lessons	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2) See separate guidance*	<b>SALVATION</b> What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?

**\*Amended guidance for years 5 and 6**

The RE today unit; 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.

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