Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

RE Policy

1. Religious Education Statement of Intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

At our school, we strongly believe in the importance of teaching an open and diverse Religious Education (RE) that fosters children's fascination about a variety of religious beliefs and non-religious worldviews. We consider the teaching of RE to be essential to all of our pupils, as we are aware that religion is an intrinsic part of our society and therefore, all children need to develop a clear understanding in order to become thriving members. Through the teaching of RE as an academic subject, we strive to develop children's understanding about what other people believe as well as their religious practices in a sensitive manner, that does not require pupils to change their own religion or worldview in any way. We believe the teaching of RE encourages children to embrace diversity and challenges them to respectfully agree or disagree with the viewpoints of others. This will ensure all of our pupils will become successful in their future lives, working and living amongst people with a wide range of viewpoints and beliefs.

As a Church of England Primary School, we strive to provide a Religious Education where pupils are encouraged to love their neighbours, respect each other's beliefs and celebrate the religious diversity that is evident in Britain today. We understand that RE has a significant impact on each of our pupils, especially in relation to their spiritual, moral, social and cultural development, which is an essential part of our curriculum. At St Barnabas and St Paul's Church of England Primary School, we are committed to ensuring that our Christian vision and values are embedded into the RE curriculum, as all pupils are encouraged to take ownership of their learning through the adoption of the 'questful' approach to the teaching of RE and 'work at it with all their heart'. This enables pupils to independently acquire knowledge and understanding of Christianity, in addition to making links to the other five principal faiths and non-religious worldviews covered throughout our rich RE curriculum. As a school we aim to develop our pupil's higher order thinking skills in RE and provide meaningful opportunities for them to reflect on their own opinions and beliefs. Pupils will be regularly encouraged to ponder responses to ultimate questions that often promote a sense of awe and wonder. As a result, we firmly believe that the teaching of RE allows all pupils to develop a better understanding of themselves and the world around them.

1.1 Aims of Religious Education

The aims of Religious Education in Church Schools are:

- To enable pupils to understand that Christianity is a diverse and living faith through the exploration of the core beliefs using a critical approach that engages with Biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change.
- To engage with challenging questions of meaning and purpose.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and the lives of individuals.
- To explore their own religious, spiritual and philosophical ways.
  RE Statement of Entitlement: The Church of England Education Office 2019

Through the teaching of Religious Education at St Barnabas and St Paul's, we aim to:

- Develop a good religious understanding and knowledge of a variety of faiths and non-religious worldviews.
- Develop a thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- Develop the ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- Develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Develop significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- Develop the ability to link the study of religion and belief to personal reflections on meaning and purpose.
- Ensure all pupils are religiously literate and demonstrate a respectful attitude to the different faiths around them.
- Encourage pupils to engage in meaningful and informed dialogue about religions.
- Provide opportunities for pupils to reflect on their own personal spiritual, moral, social and cultural development.
- Foster and promote a Christian ethos that ensures all pupils feel valued and respected within the wider school community.

2. Roles and responsibilities

The **RE subject leader** is responsible for:

- Raising the profile of RE within the school.
- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.

- Reviewing changes to the local Diocesan syllabus and advising teachers on their implementation.
- Monitoring the teaching and learning of RE, providing support and training for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all RE-related resources.
- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of RE in subsequent years and feeding this back to SLT and governors.
- Working alongside other senior leaders to create a Christian ethos that ensures all members of the school community feel valued.
- Ensure progress and attainment in RE is high, therefore ensuring all children are able to flourish and achieve Religious literacy.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' skills in RE lessons.
- Planning and teaching RE lessons effectively, ensuring a range of teaching methods are used to cover the content of the Blackburn Diocesan Board of Education Syllabus for Religious Education in Church Schools.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and supporting and guiding children where necessary.
- Reporting to parents once a year, giving clear targets and next steps.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Mark books in-line with the marking policy.
- Actively take part in any CPD and staff meeting opportunities.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to implement and develop Religious Education for children on the SEN register.
- Advising staff how best to support pupils' needs.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. Legal Requirements

As St Barnabas and St Paul's is a Church of England Voluntary Aided School, it adheres to the rites, practices and doctrines of the Church of England as outlined in the Trust Deed. In

addition to this, we are able to draw upon the resources of the Diocese to ensure that our children develop a sound understanding of Christianity as a living faith. We firmly believe that RE plays a crucial part in promoting the Christian aims, values and ethos of our school, ensuring that all children develop a sense of care and respect for others and their beliefs. Therefore, we recognise the significant influence the teaching of RE can have on the overall spiritual, moral, social and cultural education of pupils and the impact it can have on their future lives. Through the teaching of RE we aim to establish a strong school community, where all members recognise that they are individuals that are all valued and loved by God.

We ensure that our RE curriculum reflects the fact that the religious traditions of Great Britain are, in the main Christian, while taking into account the other principal religions represented within our society. At our school, we acknowledge the diverse background of the pupils and the fortunate position this places us in to deliver high-quality RE lessons. We recognise the majority of our pupils are from other faiths and we actively encourage our pupils to draw upon and share their own experiences and knowledge, therefore making RE a more personal and meaningful learning experience. Thus, it is essential that we provide a comfortable and safe environment, in which all pupils feel valued and able to share their own viewpoints and opinions.

As a Church of England VA School, we follow the Blackburn Diocesan Board of Education Online Syllabus. However, 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 RE is provided through the Locally Agreed Syllabus. The governing board should make provision for RE within the school to be delivered in accordance with the Locally Agreed Syllabus, unless they are satisfied that there are special circumstances which would make it unreasonable to do so. Should the governing board be unable to make such arrangements, the responsibility for doing so then falls on the Local Authority. It is possible for the Local Authority to determine that the request for separate Religious Education provision is unreasonable and as a result the parental request would fail.

2.1 Withdrawal of Pupils

Parents have a legal right to withdraw their children from the teaching of RE on the understanding that they wish to provide their own RE provision. Parents are able to withdraw their children from part or all of the RE curriculum, without giving any explanation. However, as a school we believe that it is our duty to discuss the basis of the withdrawal request in order to understand the religious issues that the parent objects to, in addition to the practical implications of the withdrawal. We will strive to hold this discussion as quickly as possible, whilst always honouring the parent's right to withdrawal without explanation. Therefore, we will follow the withdrawal procedure outlined in **Appendix One**, to ensure we are respectful and consistent when dealing with parental withdrawal requests.

If a pupil is withdrawn from RE the school has a duty of care to the pupil but is not expected to provide an alternative Religious Education. The responsibility of providing their children

with suitable Religious Education will lie solely with the parents and cannot incur extra cost to the school.

Although, parents are legally able to withdraw their child from the teaching of RE this will not be extended to cover the mention of religion in other curriculum subjects, such as Henry VIII breaking with the Catholic Church in a history lesson. Furthermore, since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from RE cannot insulate them from the religious life of the school.

2.2 Withdrawal of staff

Teachers are also legally able to withdraw from the teaching of Religious Education and if they wish to exercise this right they must submit their request in writing to both the head teacher and chair of governors. The school then has a duty to ensure that appropriate provisions are made so that all pupils receive their legal entitlement to RE.

4. Religious Education Syllabus for Church Schools

Although RE is a subject without a prescribed curriculum content identified in the National Curriculum, it is a legal requirement for all pupils. As a Church of England school, we are legally required to predominantly focus on Christianity in the RE curriculum whilst considering the other principal religions evident in Great Britain.

The Governing Board as a whole is responsible for determining the nature of Religious Education in schools and have adopted the RE online syllabus produced by the Blackburn Diocesan Board of Education. This is supplemented by the units covered in Understanding Christianity syllabus. Therefore, this fulfils all of the legal requirements for the teaching of RE, as well as the RE Statement of Entitlement from the Church of England 2019.

At least 5% of the curriculum time will be devoted to the teaching of RE across the school, which is equivalent to a one-hour session delivered each week. We have carefully considered the balance of the religions covered across our school curriculum, with approximately 78% of RE time being devoted to Christianity and 22% to non-Christian faiths or other worldviews. Please see **Appendix Two** for a more detailed curriculum overview of the allocated RE time for each year group.

4.1 Early Years Provision

At St Barnabas and St Paul's, we believe that Religious Education is an essential part of our pupils learning journey to become successful members of our society. Therefore, we strive to deliver an excellent standard of Religious Education to all pupils, including those in Reception. Activities and experiences for our Reception pupils will be based around the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'. All pupils in Reception will be taught RE as an integral part of their personal, social and emotional learning. Activities will provide pupils with the opportunity to develop and improve their skills in five of the areas of learning and development, which are clearly outlined in **Appendix Three**. RE provision in Reception will

follow the units stated in the Blackburn Diocesan Board of Education Syllabus and will be taught for one hour per week.

4.2 RE Provision in Key Stages One and Two.

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. We believe the following four attitudes are essential for good learning and should be developed at each stage of the RE curriculum:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

One of the main aims of our RE curriculum is to challenge children to ponder ultimate questions and reflect on a wide range of key issues and beliefs. To successfully achieve this aim, The Blackburn Diocesan Board of Education Online Syllabus for Religious Education in Church Schools is followed for Key Stage 1 and 2. Teachers are able to supplement this with the complimentary Understanding Christianity units and resources, which have been carefully selected to further develop our pupil's understanding of core concepts and beliefs.

4.3 Cross-curricular links

Wherever possible, the Religious Education curriculum will provide opportunities to establish links with other curriculum areas. Teachers should regularly encourage children to be creative with their responses and ways to present their work. Teachers must use the Religious Education syllabus to gain ideas for how to make links to the different curriculum subjects, including art, music, maths and literacy.

The teaching of RE makes a significant contribution to the promotion of the British Values through the implementation of a broad and balanced curriculum. We believe that RE particularly promotes the values of respect and tolerance for those of different faiths and beliefs, as members of these faiths are encouraged to share their knowledge and experiences to enhance pupil's learning and understanding. All teachers understand the crucial part RE lessons play in developing a sense of appreciation for the culturally and religiously diverse society in which we live and actively plan activities that celebrates this. The celebration of a variety of festivals, national and religious events encourage our pupils to discover similarities and differences between different religions and communities. We strive to ensure that our RE lessons promote a sense of belonging and acceptance for all of our school members.

We are also aware that Religious Education makes a significant contribution to our pupils Spiritual, Moral, Social and Cultural Development. Our pupils are encouraged to regularly ponder difficult questions and to search for their own answers and develop their own philosophy. This is supported through providing regular opportunities for our pupils to explore the awe and wonder of our environment. Moral development is mainly based around the exploration of the teachings of Jesus Christ and how these can be used to form a strong foundation on which to make decisions and build their future lives. Social

development enriches pupils' understanding of what it means to live in a diverse community and value all of God's children. Finally, we promote our pupil's cultural development by providing regular opportunities to develop an understanding of various worldwide, multicultural faiths. It is important to note that the teaching of RE is purely academic and we do not use it to convert children or impose religious belief upon them.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. Throughout St Barnabas and St Paul's, RE is taught as a discrete lesson and as part of cross-curricular themes when appropriate. Our school approach is to make all RE lessons inspiring, stimulating and relevant to our children. We continually strive to plan opportunities to engage our pupils in an active thinking process, in order to create a more meaningful and personal learning experience.

5.1 Long-Term Plans and Medium-Term Plans

The Long-Term Plans and Medium-Term Plans have been created from the Blackburn Diocesan Board of Education Online Syllabus for Religious Education in Church Schools and therefore, should be used alongside the syllabus as a planning guidance tool. The LTPs give the main overview of the coverage for each year group while the MTPs break this overview down into smaller sections, including the key vocabulary and questions that need to be taught for each unit.

All key stages learn about Christianity as their primary focus and each year group will explore different aspects of the main Christian festivals, such as Christmas and Easter. Pupils will cover in depth Buddhism four times, Hinduism five times, Sikhism six times, Judaism and Islam seven times during their RE education at our school. They will also take part in three Non-Religious Worldviews units, as well as exploring some important aspects of belief from a range of different religious viewpoints during multi-faith topics.

When appropriate additional RE lessons that are not specifically incorporated on our LTP, will be taught to ensure coverage of major faith festivals and celebrations such as Ramadan, Eid and Diwali. These festivals and celebrations will be taught as whole school project days and will be planned for using our RE Celebration Calendar, which is included in **Appendix Four**. Year groups may also choose to cover an additional religion as a blocked topic, for example Chinese New Year, after discussion with the RE Subject Lead.

5.2 Short term planning

While teachers will need to think carefully about their lesson plans, there is no formal format for this. When planning RE, teachers will need to use the enquiry questions, lesson activities and assessment opportunities adapted from the relevant units and planning documents, in order to plan well balanced RE lessons. Teachers must ensure that their lessons demonstrate a balance of interactive and independent elements, ensuring that all pupils engage with their learning.

In line with the syllabus, teachers should ensure that throughout the unit the key questions are asked to promote a 'Questful' learning approach. The questions are designed to be thought provoking, challenging and philosophical as they aim to enrich the children's spiritual development. They should be used to create conversations and to further encourage the children's natural curiosity. As a school we recognise that dealing with these 'ultimate' questions can be difficult at times, particularly if staff do not feel confident when addressing them. Therefore, all relevant staff must be familiar with the school's protocol to help them answer and explain challenging concepts (**Appendix Five**).

As in other curriculum areas, all RE lessons must be appropriately adapted to match the specific needs of the children in each class. It will be the responsibility of all teaching staff to ensure that these elements are clearly evident on all of their year group planning.

5.3 Homework

Religious Education homework is not set on a regular basis. However, there may be times throughout the year that optional homework can be completed by pupils.

6. Teaching and Learning

As a Church school, Religious Education plays a fundamental role in the learning and development of all of our pupils. Therefore, we expect RE lessons to regularly be delivered by the class teacher and not to be left for PPA cover. Another suitably qualified member of staff may on occasion be able to teach specific RE units if deemed appropriate by the RE Subject Lead.

RE should be taught for at least one hour every week and should follow the school's teaching sequence. At the beginning of each lesson, the lesson's enquiry question should be shared with the children. Each lesson should have three-parts:

- A review of previously learnt work/ vocabulary check (5-8 mins)
- A teaching input which should explore a text/story/scripture where possible (15 – 20 mins) and children task time (20-30 mins)
- Plenary (5-10 mins)

It is also expected that RE will be included in staff's weekly and monthly class reviews, to ensure children are revisiting previous knowledge and skills on a regularly basis.

Effective teaching and learning of Religious Education and high standards are achieved throughout the curriculum, as staff ensure they plan and deliver inspiring and stimulating learning experiences for all children. Lessons should allow a wide range of activities and cover different ways of learning:

- Storytelling.
- Adult-led activities.
- Child initiated activities.
- Respectful debating and meaningful discussions
- Dramatic performance and role-play.
- Visits

- Use of artefacts/images.
- Visitors and outside speakers.
- Creative activities- interpreting religious artwork.
- Use of music and instruments from different cultures and religions/ composing their own hymns.
- Use of key questions.
- Exploration of self-awareness, inner feelings and emotions.

Teachers should promote a love for the subject and encourage children to ask questions to build their curiosity, in line with the ambitious, online 'questful' syllabus. Questioning should be used regularly and effectively throughout the teaching of all RE lessons, to encourage pupils to make their own connections to the concepts and beliefs they are taught. Teachers are to use, and expect pupils to use, correct vocabulary in line with the MTPs.

Teachers should use their class RE scrap book to record some lessons. This may be used for all of the lesson or part of it in some cases. Pupils should complete work using a balance of independent, group and paired working. Where appropriate, lessons can be fully practical or creative with evidence collected in their class scrap book and the teacher should still assess the children's understanding using appropriate assessment methods.

All teachers are required to use the 'Questful' Learning Maps for each of the RE units, to ensure that their pupil's learning journeys are recorded effectively. The 'Questful' Learning Maps are to be used throughout the whole of unit and should form the basis of the weekly and monthly class reviews.

6.1 Staff training in RE

The Continuous Professional Development (CPD) of staff and the teaching of RE is a high priority in our school. As a result, regular training is provided to support staff in their planning and delivery of high-quality RE. This CPD will usually be provided by the RE Subject Lead, alongside members of SLT, who regularly attend RE clusters within the Diocese to ensure their knowledge is up to date.

6.2 Inclusion and Equal Opportunities

All children regardless of their ability, race or gender are given full access to the RE curriculum. At St Barnabas and St Paul's school we pride ourselves on our inclusive school community, were all members feel valued and respected. Therefore, we encourage staff to incorporate comparative links and connections to the religions of the children in their class throughout any unit or topic as appropriate. Given the population of the school, this is often Islam. It is essential that we draw upon our pupil's experiences and beliefs in order to continue to foster a caring Christian ethos, where all school members feel a sense of belonging.

Teachers are expected to provide lessons that are closely matched to the needs of the learners in their class and take into account any individually specific needs, including those of SEN and EAL pupils. Therefore, the classroom teacher, in collaboration with the RE subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils, to support understanding of concepts being taught.
- Setting tasks of varying difficulty.
- Utilising teaching assistants to ensure that pupils are effectively supported.

7. Assessment and Reporting

RE work can be taught and assessed in a variety of ways, which impacts on the way it is recorded, such as written form, dramatization and photography. Work will be evidenced in books and the RE whole class scrapbook on a regular basis.

7.1 Formative Assessments

Formative assessment should be used throughout the year and in each unit, in order to monitor children's understanding of the concepts being taught on a weekly basis and address misconceptions immediately. This type of assessment should inform a teacher's immediate lesson plans.

Throughout the year, teachers will plan on-going formative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives which can include:

- Talking to pupils and asking the key questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom quizzes

Marking or verbal feedback should be positive, encouraging and focus specifically on the RE aspect of the work. All marking should be in line with the school's marking policy.

7.2. Summative Assessments

Religious Education is assessed throughout the unit of work by the teacher and pupils. A final teacher assessment will be recorded at the end of each unit. The teacher assessments throughout the year will then be used to inform the teacher so they can write a true reflection of the pupils' work in their summer report.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

RE data throughout the school will be monitored by the RE Subject Lead and SLT. It will then be used to inform future areas for development to drive progress in the subject. Children

who are working at a higher than or lower level than expected are tracked to ensure that sufficient progress is being made, as it is crucial all school leaders are enabling all of our pupils to flourish.

7.3 Reporting to Parents

Parents will be provided with a written report about their child's progress, in RE in the Summer term. Verbal feedback will also be provided at parent-teacher evenings during the Autumn and Summer terms where teachers will discuss their child's understanding of RE.

8. RE and Collective Worship

Although Religious Education and Collective Worship naturally compliment and enrich one another, we are aware that they are distinctively separate and therefore, are managed separately. However, it is recognised that RE and Collective Worship can support children's learning and development, for example material presented in Worship can act as a stimulus for class discussion in a RE lesson. As a result, staff members, particularly those who lead RE and Collective Worship, are committed to working closely together to continue to drive these crucial areas forward.

9. Monitoring and review

This policy will be reviewed on an annual basis by the RE subject leader.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the Blackburn Diocesan Board of Education Syllabus for Religious Education in Church Schools is covered.

Members of the governing body meet at least annually with the RE subject leader to review progress in the teaching of Religious Education. Any changes made to the policy will be communicated with staff.

Appendix 1

Withdrawal of a Pupil from RE Procedure

Parents have a legal right to withdraw their children from part or all of the RE curriculum without giving an explanation. However, as a school we believe that it is crucial to meet with the parents to discuss this matter in more detail, in order to identify the religious issues they object to and the practical implications of a withdrawal. To ensure we are respecting the legal rights of the parents, we will follow the procedure outlined below.

1. Ask parents who are considering withdrawing their children to meet with the head teacher and RE Subject Lead, as quickly as possible.

2. Discuss the religious issues the parents would object to their child being taught.

3. Show the parents the relevant RE documents to ensure they are aware of what their children would be covering, for example the RE syllabus units and Curriculum Overview.

4. Invite the parents to observe a RE lesson.

5. Ensure that parents are aware of their responsibility to provide reasonable RE provision for their children and discuss the practical implications of the withdrawal.

6. State whether the school is supportive or not of the withdrawal, however, this will not override the parents' legal right and therefore, the parental withdrawal will be granted.

7. Meet with the parents on a yearly basis to review the pupil withdrawal.

If parents object to their children attending a place of worship a similar procedure will be followed but they will be invited to attend the educational trip as well.

Appendix 2

RE Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Rec	EYFS 1 I am Special *4 hours* **Islam:** Names for God *1 hour*	EYFS 4 **Hinduism:** Diwali *2 hours* Christmas *4 hours*	EYFS 3 Special People *4 hours* **Sikhism:** Guru Nanak *1 hour* **Buddhism:** Buddha *1 hour*	EYFS 7 Easter *6 hours*	EYFS 9 Special Places *4 hours* **Islam:** Mosque *2 hours*	EYFS 10 Prayer *4 hours* **Islam**: Prayer Mats *1 hour* **Judaism**: Mezuzah *1 hour*	Christianity: 26 hours **74%** **Non-Christian Faiths:** Islam: 4 hours Hinduism: 2 hours Judaism: 1 hour Sikhism: 1 hour Buddhism: 1 hour **26%**
Y1	1.9 My World, Jesus' World *4 hours* 1.1 Harvest *2 hours* **Judaism:** Sukkot *2 hours*	1.3 Christmas *4 hours*	1.7 Baptism *4 hours* Birth Rites **Islam:** 1 *hour* **Hinduism:** *1 hour* **NRW:** *1 hour*	1.5 Easter *5 hours*	1.2 Creation *4 hours* **Islam**: *1 hour* **Hinduism**: *1 hour*	1.4 Jesus *6 hours*	Christianity: 29 hours **81%** **Non-Christian Faiths:** Judaism: 2 hours Islam: 2 hours Hinduism: 2 hours NRW: 1 hour **19%**

Y2	2.1 The Bible *5 hours* **Islam:** Qur'an *1 hour* **Judaism:** Torah *1 hour* **Sikhism:** Guru Granth Sahib *1 hour*	2.2 Christmas *4 hours*	2.3 Jesus *6 hours*	2.4 Easter *6 hours*	2.5 The Church *4 hours* **Islam:** Mosque *1 hour* **Judaism:** Synagogue *1 hour* **Hinduism:** Mandir *2 hours*	2.6 Ascension and Pentecost *4 hours*	Christianity: 29 hours **81%** **Non-Christian Faiths:** Islam: 2 hours Judaism: 2 hours Hinduism: 2 hours Sikhism: 1 hour **19%**
Y3	3.6 Harvest *3 hours* **Judaism:** Sukkot *2 hours* S4 Christian Worship *3 hours*	3.2 Christmas *4 hours*	3.1 Called by God *7 hours*	3.4 Easter *5 hours*	3.5 Rules for living *6 hours*	Rules for living **Islam:** *2 hours* **Buddhism:** *2 hours* **Sikhism:** *1 hour* **NRW:** *1 hour*	Christianity: 28 hours **78%** **Non-Christian Faiths:** Islam: 2 hours Judaism: 2 hours Buddhism: 2 hours Sikhism: 1 hour NRW: 1 hour **22%**
Y4	4.1 David and The Psalms *6 hours*	4.2: Christmas *4 hours* **Judaism:** Hanukkah *2 hours*	4.3 Jesus *5 hours* **Judaism:** Shabbat *2 hours*	4.4 Easter *4 hours* **Multi-faith:** *1 hour*	4.5 The Church *5 hours* **Islam:** Mosque 1 hour	4.6 Prayer *3 hours* **Multi-faith:** *1 hour*	Christianity: 27 hours **75%** **Non-Christian Faiths:**

					Buddhism: Temple *1 hour* **Sikhism:** Gurdwara *1 hour*		Judaism: 4 hours Sikhism: 1 hour Islam: 1 hour Buddhism: 1 hour Multi-faith: 2 hours **25%**
Y5	5.1 The Bible 5 *hours* **Hinduism:** *2 hours* **Islam and Sikhism** (revisit) *1 hour*	5.7 Christmas *4 hours*	5.5 Old Testament Women *5 hours* **Judaism:** Purim *2 hours*	5.4 Easter *5 hours*	5.6 Loss, death and Christian hope *4 hours* **Islam:** *1 hour* **Hinduism:** *1 hour*	5.9 St Paul *6 hours*	Christianity: 29 hours **81%** **Non-Christian Faiths:** Hinduism: 3 hours Judaism: 2 hours Islam: 1. 5 hours Sikhism: 0. 5 hours **19%**
Y6	6.1 Life as a journey *4 hours* **Islam:** *1 hour* **Judaism:** *1 hour* **Hinduism:** *1 hour* **Sikhism:** *1 hour*	6.2 Advent *4 hours*	6.7 People of Faith *4 hours* **Hinduism:** *1 hour* **Buddhism:** *1 hour*	6.3 The Eucharist *3 hours* S6 Easter around the world *3 hours*	6.5 Ascension and Pentecost *4 hours*	6.6 God *5 hours* **Islam:** *1 hour* ***Hinduism:*** *1 hour* **NRW:** *1 hour*	Christianity: 27 hours **75%** **Non-Christian Faiths:** Islam: 2 hours Hinduism: 3 hours Judaism: 1 hour Sikhism: 1 hour Buddhism: 1 hour NRW: 1 hour **25%**

Whole School Total: 251 hours
Christianity: 195 hours (78%)

Non-Christian Faiths: 56 hours (22%)

Christianity: 195 hours, Islam: 14.5 hours, Judaism: 14 hours, Hinduism: 12 hours, Sikhism: 5.5 hours, Buddhism: 5 hours,

Non-religious worldviews: 3 hours, Multi-faith: 2 hours.

Appendix 3

EYFS Learning Opportunities

The areas of learning and development covered by the EYFS Units in the syllabus are:

Communication and Language

ELG: Listening, Attention and Understanding
Children at the expected level of development will

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking
Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences.

Opportunities for developing children's communication and language in RE

- Listening to Bible Stories
- Bible stories in the book corner
- Making visits
- Welcoming and interviewing visitors
- Role play
- Asking and answering questions
- Discussions about special events, people, places, food etc.
- Talking about their experiences and things that puzzle them.
- Learning and using new vocabulary associated with religious behaviour, artefacts and stories.

Personal Social and Emotional Development

ELG: Self-Regulation
Children at the expected level of development will

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

ELG: Building Relationships
Children at the expected level of development will

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

Opportunities for personal, social and emotional development in RE

- Talk about family events e.g. baptisms, weddings, etc.
- Talk about their feelings and experiences including times of joy, anger, sadness, disappointment and laughter.
- Talk about friendships and relationships including respect, trust, care and concern.
- Talk and listen in Circle time.
- Use of Persona Dolls
- Role Play
- Talk about behaviour in a variety of scenarios
- Sharing times of celebration
- Discuss prayer and the concept of having a relationship with God
- Enjoying times of calm.

Literacy

ELG: Comprehension
Children at the expected level of development will

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

ELG: Writing
Children at the expected level of development will

- write simple phrases and sentences that can be read by others.

Opportunities for literacy in RE

- Reading Bible story books
- Retelling Bible stories
- Sequencing pictures
- Writing opportunities e.g. prayers, stories, children's own experiences, cards, letters, labels and invitations.

Understanding the world

ELG: Past and Present
Children at the expected level of development will

- talk about the lives of the people around them and their roles in society.

- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities
Children at the expected level of development will

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Opportunities for developing children's understanding of the world in RE

- Visiting places of worship
- Celebrations and festivals including family events
- Making a collage with natural objects
- Handling artefacts
- Looking at the similarities and differences between our world and Jesus' world
- Meeting people of faith
- Making and tasting festival food

Expressive Arts and Design

ELG: Creating with Materials
Children at the expected level of development will

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive
Children at the expected level of development will

- Invent, adapt and recount narratives and stories with peers and their teacher.

Opportunities for developing children's art and design skills in RE

- Listening to a variety of religious music
- Dancing
- Singing
- Role Play
- Creating pictures
- Looking at Christian artwork

- Colour, pattern and shape in Islam and Hinduism
- Making models and artefacts of places of worship

Appendix 4

Difficult Question Protocol

When teaching RE children can ask questions that are challenging to answer. Instead of panicking remember to do these simple things.

- Affirm the importance of the child's contribution even if you do not agree. Use statements like 'I have not thought of it like that before' or 'That has made me think, thank you for sharing that.'
- Diversity of opinion and unanswerable questions are something we all need to learn to live with.
- Use sentence starters, such as '**some Muslims** would say...'
- Give different religious views e.g. '**some Christians** would say… but Hindus believe…'
- Affirm the use of people close to the child to discuss things with e.g. family, friends or religious leaders.
- Throw back questions for further clarification.
- Be honest without being ruthless.
- Don't feel the need to confess!
- Establish discussion ground rules with you class.
- Give adequate time for exploration of the question.
- Remember you have got this!