



Religious Education Policy

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Author	Rachel Jones
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1		Rachel Farage	
2	November 22	Rachel Farage	Checked by AQC member Patricia Davies
3	September 23	Rachel Farage	<p>Page 3- Golden thread diagram added under aims of RE</p> <p>Page 4- FrAss added in assessment</p> <p>In RE approach Humanism added.</p> <p>Reference to crucial learning in RE approach.</p> <p>Thematic units added to RE approach.</p> <p>Adaptive teaching approaches in RE added</p> <p>Page 5- New RE long term plan added in the appendix</p>
4	September 24	Rachel Jones	<p>Page 4- update on SIAMS inspection and link to the SIAMS report</p> <p>Page 4- Book study listed in monitoring of subject leader</p> <p>Page 4- Widgets used for visuals to support understanding of vocabulary</p>

Rationale

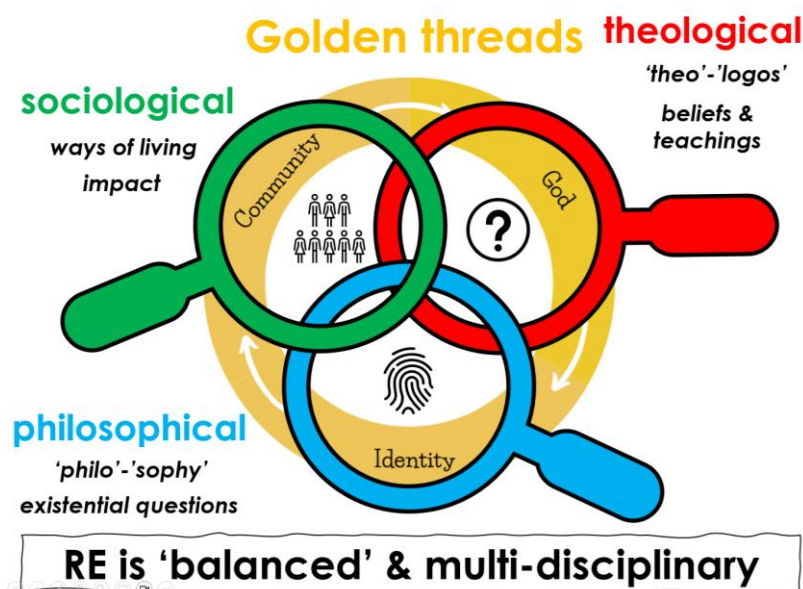
Religious Education (RE) is concerned with beliefs, values and attitudes. It builds upon pupil's innate curiosity in life and is an essential part of children's experience in school. It also provides an opportunity for pupils to explore issues that they see in the wider world.

The main focus of Religious Education, at Frimley Church of England School, is Christianity as this is appropriate to the ethos of the school and is the requirement of the Surrey Agreed Syllabus. Religious beliefs are gaining increasingly prominent global exposure through media coverage. Therefore, RE teaching also aims to develop knowledge and understanding of the other Abrahamic faiths (Islam and Judaism), the Dharmic faiths (Hinduism, Buddhism and Sikhism) in addition to acknowledging Humanist and Atheist viewpoints. Through learning about other faiths we believe that children may acquire understanding and mutual respect as well as developing their own spiritual values.

Aims of RE

At Frimley Church of England School our aims are to enable pupils to:

- Develop their own beliefs through the 'Golden threads' in RE: Identity, God and Community.



- Appreciate the unique nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in their life
- Develop knowledge and understanding of the Abrahamic faiths (Christianity, Islam and Judaism), the Dharmic faiths (Hinduism, Buddhism and Sikhism) in addition to acknowledging Humanist and Atheist viewpoints
- Develop interest in and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural education

The Legal Requirement

Although there is not a National Curriculum for RE, as a church school, we have a statutory duty to teach it according to the Surrey Agreed Syllabus provided and supported by the Diocese of Guildford.

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act Sections 6-13 (ERA). The ERA stipulates that RE is compulsory for all children although parents retain the right to withdraw their child from RE classes and collective worship if they desire. However, this may only be done following written notice to the school AQC.

The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school AQC. The RE curriculum forms an important part of our school's citizenship and spiritual, moral, social and cultural teaching.

(The legal requirements of the ERA are reaffirmed in the Education Act 1996 (Sections 375-389) and the School Standards and Framework Act 1998 (Sections 69-71)).

SIAMS inspections are carried out under Section 48 of the 1988 Education Act. They are overseen by the National Society and are arranged by the diocese. The purpose of SIAMS is to evaluate the distinctiveness and effectiveness of a school as a church school. Frimley Junior School was last inspected in December 2023 ([Frimley's SIAMS report](#)). The next inspection is scheduled to be in the academic year 2028/29.

Assessment and Record Keeping

Assessment of children's work in Religious Education is carried out by teachers in the course of their teaching and used to guide the progress of pupils. Each unit of work includes guidance on the learning journey and examples of evidence in progress for teachers to use in making judgements. FrAss (our school's bespoke assessment system) is used as a summary of how children have understood and can apply the crucial learning from the unit.

The RE Leader monitors RE termly. The monitoring includes: learning walks, observations, book study, planning scrutiny, pupil voice and staff voice as well as checking SIAMS requirements.

RE Approach

RE is taught throughout the school following the guidance and structure provided by the Surrey Agreed Syllabus for Religious Education in Surrey. Each unit includes learning objectives, 'sticky knowledge' (which at Frimley we refer to as Crucial Learning), key questions and links to the golden threads and how to teach and develop these.

- Compulsory units include Christianity (50% of each year groups curriculum), Islam, Judaism, Buddhism, Sikhism, Humanism and Hinduism in order to create an appropriate balance of faiths studied.
- Each year group has a 'Thematic Unit' where they compare and contrast religious viewpoints and consider how this impacts on life choices and behaviours.
- The recommended allocation for RE over the whole of Key Stage 2 is 5-10% curriculum time (180 hours in total or approximately 1¼ hours per week). There is a degree of flexibility within the suggested time allocations for each unit. Value days and Enrichment days count towards the overall time contribution

Adaptive Teaching Approaches in RE

In order for all children to be able to access the same learning, we use a range of adaptive teaching techniques in RE including the following:

- Crucial learning with cloze procedures to alleviate the barrier of writing
- Support with reading texts- variations of Bibles/religious texts are available
- Scaffolds and visuals (Widgets) used for key vocabulary
- Reflection sheets are adapted for children

As well as other support and resources.

Resources

Resources for the teaching of RE include study boxes (documents, photographs, posters and artefacts), books and multimedia resources (available through the curriculum server) for use on the Interactive White boards. Sets of Bibles are also available. In each classroom there is an RE display, our school definition of spirituality and the school values are visible.

Agreed by AQC

Date: September 2024



Appendix

Frimley Curriculum

RE Long Term Plan 2024-25

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><i>Vision, values and spirituality lesson</i></p> <p><u>Judaism</u>: What are important times for Jewish people?</p>	<p><i>Vision, values and spirituality lesson</i></p> <p><u>Christianity Year 4</u>: What did God promise to his people?</p>	<p><i>Vision, values and spirituality lesson</i></p> <p><u>Christianity Year 5</u>: What do Christians believe about creation?</p>	<p><i>Vision, values and spirituality lesson</i></p> <p><u>Christianity Year 6</u>: For Christians, what difference does it make to belong to God’s Kingdom?</p>
Autumn 2	<p><u>Christianity Year 3</u>: How can artists help us understand what Christians believe and do?</p>	<p><u>Humanism</u>: How do Humanists (non-religious people) celebrate new life? (compare with Christians and Christmas)</p>	<p><u>Christianity Year 5</u>: How did the Church begin – and where is it now? (link to Christmas and how the Church is used at Christmas)</p>	<p><u>Christianity Year 6</u>: How is God Three – and yet One? (link to Christmas- Jesus being born as God’s son)</p>
Spring 1	<p><u>Islam</u>: How does worship (ibadah) show what’s important to Muslims?</p>	<p><u>Sikhism</u>: What do Sikhs value?</p>	<p><u>Judaism</u> What does it mean to be part of a synagogue community?</p>	<p><u>Hinduism</u>: What helps Hindus (Sanatanis*) to worship?</p>
Spring 2	<p><u>Christianity Year 3</u>: What’s the Bible’s ‘big story’ – and why is it like treasure for Christians? (link to Easter)</p>	<p><u>Christianity Year 4</u>: For Christians, is Communion a celebration, or an act of remembrance? (link to Easter)</p>	<p><u>Christianity Year 5</u>: Why is the idea of rescue so important to Christians, and how does the Bible show this? (link to Easter)</p>	<p><u>Christianity Year 6</u>: What do Christians believe about the Messiah – and why is it good news? (link to Easter)</p>
Summer 1	<p><u>Christianity Year 3</u>: How did Jesus change lives – and how is it ‘good news’?</p>	<p><u>Christianity Year 4</u>: What did Jesus say about God’s kingdom – and why was it good news?</p>	<p><u>Islam</u>: What helps Muslims to live a good life?</p>	<p><u>Buddhism</u>: What is the ‘Buddhist way of life’?</p>
Summer 2	<p><u>Thematic</u>: Are words more important than actions?</p>	<p><u>Thematic</u>: How do people try to make the world a fairer place?</p>	<p><u>Thematic</u>: What does it mean to live a ‘good’ life?</p>	<p><u>Thematic</u>: What can be done to reduce racism? Can RE help?</p>