



Religious Education Policy

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Publish on Website?	NO / YES
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This policy is linked to and should therefore be read in conjunction with:	Curriculum Policy RE Curriculum Statement
Review in:	Summer 2026

Kindness, Endurance, Friendship, Forgiveness and Thankfulness

As a Church of England School our RE curriculum is guided by the [Statement of Entitlement](#), please also refer to our Curriculum Statement

Purpose of Study

At Matching Green CE Primary School we believe that high quality RE will support children's religious literacy. Being 4religiously literate means that children will have the ability to hold balanced and well informed conversation about religion and worldviews. Children will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling children to become make judgments about important matters of religion and belief which shape the global landscape they live in.

RE supports the aims of the whole school curriculum which is:

- to unite the academic standards alongside nurturing children's spiritual, moral and cultural development
- to learn a creative and relevant curriculum that enables all learners to flourish in their wisdom, knowledge and skills
- to equip children for modern life
- to guide them to make positive choices about how they live and learn
- to promote a community that works well together; where all are welcomed and treated with dignity and respect, valuing and celebrating individuals in our multi-cultural society.

The essential outcomes of RE are related to the knowledge and understanding of religion and worldviews. A well balanced RE curriculum will also contribute towards a child's:

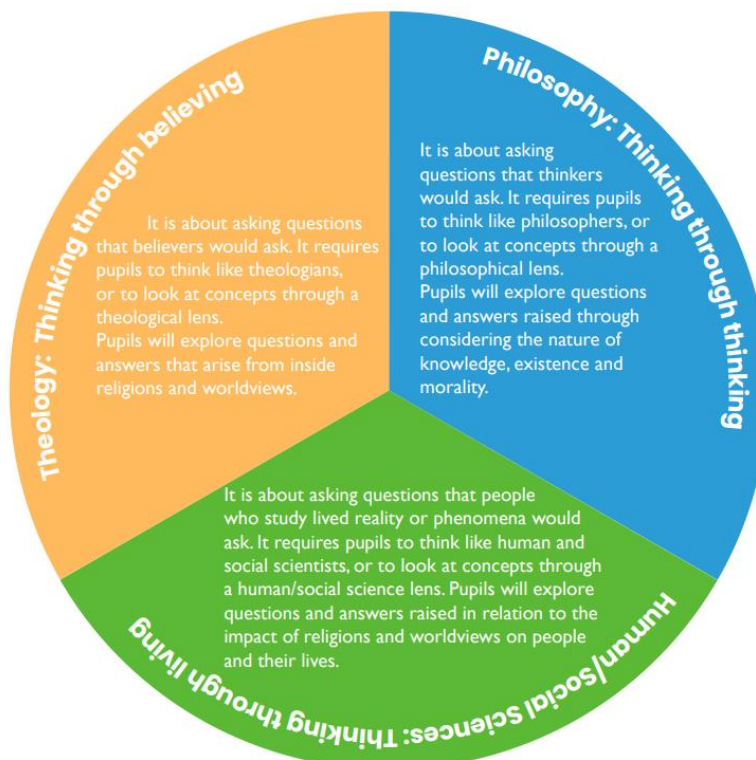
- spiritual, moral, social and cultural development
- personal, social, health development
- reading and writing
- oracy and spoken language
- vocabulary development
- British Values
- The Prevent Duty

At Matching Green CE Primary School we follow the [Essex Agreed Syllabus 2022: A Religious Education for the Future](#) principles they assert that RE is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and human/social science.

Theology	We have called this thinking through believing . It is about asking questions that believers would ask. It requires children to think like theologians, or to look at concepts through a theological lens. Children will explore questions and answers that arise from inside religions and worldviews.
Philosophy	We have called this thinking through thinking . It is about asking questions that thinkers would ask. It requires children to think like philosophers or to look at concepts through a philosophical lens. Children will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human Social/Science	We have called this thinking through living . It is about asking questions that people who study lived reality or phenomena would ask. It requires children to think like human and social scientists, or to look at concepts through a human/social science lens. Children will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.
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The Essex Agreed Syllabus promotes that effective RE will balance these three disciplinary lenses in order for children to become more religiously literate.



What do we mean by the disciplines of theology, philosophy and the human/social sciences?

The following three tables set out in more detail how each of these disciplines can be understood. They show the academic foundations of each discipline, their distinct ways of understanding the world, the methods they use and the body of knowledge which teachers can draw upon. They also show what the object of investigation for each discipline looks like in a school context and provide prompts for teachers and children to engage with the intellectual communities relating to each discipline.

Theology *We are using the phrase: Thinking through believing*

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through the theological lens is primarily about exploring the world ontologically i.e. it is about existence, being and how these relate to notions of transcendental reality.</p>	<p>For example: Interpretation Authority Authenticity Reliability Internal consistency and coherency of texts Exegesis: critical explanation or interpretation of text Hermeneutics: interpretation of text</p>	<p>This includes: Textual theology; theological content of a particular genre Historical theology: development of doctrine and controversies Systematic theology: organisation of concepts and themes in a religion Philosophical theology: nature of reality, the possibility of knowing God Comparative theology: study of different beliefs Pastoral or practical theology: critical reflections on actions in light of beliefs Mystical Theology: reflections on the lived experience of God.</p>	<p>Theology enables children to grapple with questions that have been raised by religions and worldviews over the centuries.</p> <p>It looks at where belief come from, how they have changed over time, how they are applied differently in different contexts and how they related to each other. It involves investigating key texts and traditions within different religions and worldviews. It explores the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key beliefs of religions and worldviews as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p>Theology and Divinity Departments</p> <p>Departments specializing, for example, in Islamic, Jewish, Hindu studies</p> <p>Theos Think Tank</p> <p>TRS-UK</p>

Philosophy *We are using the phrase: Thinking through thinking.*

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through the philosophical lens is primarily about exploring the world epistemologically, logically and ethically i.e. it is about the nature of knowledge and morality.</p>	<p>For example: Logic Reason Use of evidence and sources Insight (e.g. in some Eastern philosophies)</p>	<p>This includes: Philosophy of Religion: Beliefs about God nature of good and evil, religious experience, ethical implications of belief Metaphysics: dealing with abstract concepts such as being, knowing, identity, time, space, truth, reality. Ethical theory and practice relating to this theory.</p>	<p>Philosophy enables children to grapple with questions that have been raised and answers about knowledge, existence and morality.</p> <p>It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It take seriously questions about reality, knowledge and existence. The process of reasoning lies at the heart of philosophy. Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. Studying the world of great philosophers is part of developing an understanding of philosophy. It uses dialogue, discussion and debate to refine the way in which we think about the world and our place in it. Philosophy contains three fields of enquiry which are applicable to a balanced framework for RE. These are metaphysical, logic and moral philosophy.</p>	<p>For example: Philosophy Departments in Universities</p> <p>The Philosophy Foundation</p> <p>The Royal Institute of Philosophy</p>

Human and Social Sciences

We are using the phrase: Thinking through living.

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through this lens is about exploring the wider human questions raised by and about religion and worldviews, such as about belonging, exclusion, community, identity, plurality and power. It is about lived experience now and through history. The term often used for this is phenomenology, the study of phenomena.</p>	<p>Quantitative and Qualitative research such as: Ethnography Use of empirical data Linguistics Observation Classification interviews Survey and questionnaire Case studies Listening to the voices of others/focus groups</p>	<p>This includes: A collection of different disciplines, with its own intellectual history, body of knowledge and so on. Here we are concerned with the body of knowledge related to religion, belief and worldviews contained within: History, geography, sociology, political science, anthropology, psychology and law.</p>	<p>The human/social sciences enable pupils to grapple with questions about the lived and diverse reality of religion and worldviews in the world. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions and worldviews have shaped and continue to shape societies around the world. This approach can promote better understanding of the ways in which religion and worldviews influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion.'</p>	<p>For example</p> <p>Faith and Civil Societies Unit: Goldsmiths, University of London</p> <p>The Cambridge Inter-Faith Programme, University of Cambridge</p> <p>The Woolf Institute, University of Cambridge</p> <p>Warwick Religions and Education Research Unit, University of Warwick.</p>

How do we create an RE Curriculum based on this Multi-Disciplinary approach?

In order that pupils become religious literate, it is asserted that a n approach in RE that **balances these disciplines** is adopted. This will effectively prepare children for their studies in Key Stage 4 and beyond. In addition, this approach helps children to become well-informed and hold balanced views because they will have had the opportunity to gain a real breadth and depth of understanding and use a range of different methods to validate knowledge across the disciplines. The Agreed Syllabus ensures that children have a balanced approach rooted in these disciplines by:

- Providing **suggested core questions** for each Key Stage relating to each of the three disciplinary lenses, in order to ensure there is a balance between the three disciplines in each phase of learning
- **Providing a core body of knowledge to be investigated** which is rooted in each academic discipline, but contextualized for the school setting

Which religion and worldviews do we need to study in each Key Stage?

Key Stage	EYFS	KS1	KS2
Weighting	No weighting specified	50% on 1, 25% on 2 and 3	Minimum 35% on 1, minimum of 20% on each of 2, remainder on 3.
Religions/Worldviews	1.Christianity 2.At least one other religion, religious belief or non-religious worldview	In depth investigation of: 1.Christiantiy 2. One other principal world religion or non-religious worldviews And encountering 3. At least one other principal religion or non-religious worldview reflected in the local context.	In depth investigation of: 1.Christiantiy 2. Two other principal world religion or non-religious worldviews And encountering 3. At least one other religion or non-religious worldview.
School Contextualising Factors	RE at EYFS will prepare children for the multi-disciplinary approach. Children will begin to understand religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Children listen to, and talk about stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, and practices and forms of expression associated with religion and worldviews.	School should consider the following factors when deciding what to study as 2 and 3: Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism Understanding of non-religious worldviews, such as Humanism Understanding of connections between Abrahamic religions e.g. Christianity, Judaism and Islam The local context Provide foundations for KS2.	School should consider the following factors when deciding what to study as 2 and 3: Understanding of the beliefs and practices of a Dharmic tradition e.g. Hinduism Understanding of non-religious worldviews, such as Humanism Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam The local context Build upon learning at KS1, provide foundations for KS3.

In depth investigation means that these religions and/or non-religious worldviews are studied in detail. They are the focus of study in the particular key stage. Encountering means that aspects of this religion or non-religious worldview are studied in less detail. It may be referred to, but not studied in depth.

Curriculum Design

EYFS	Year 1/2	Year 3/4	Year 5/6
In depth: Christianity Encountering: Hinduism	In depth: Christianity and Hinduism Encountering: Judaism and non-religious worldviews	In depth: Christianity, Islam and Judaism Encountering Buddhism and Hinduism and non-religious worldviews	In depth: Christianity, Sikhism and Humanism Encountering: Islam and other non-religious worldviews

Due to our mixed aged classes we have a two year rolling curriculum for RE, as we do for the other subjects that we teach. Each half term a different lens is focused on, which will equate to one term spent on each lens over an academic year. Our rationale for why the curriculum is designed like this and the choices of our religions is explained in our RE curriculum statement.

Our curriculum is also supplemented by high quality texts that support the planning and delivery of the curriculum. Teachers are also encouraged to use the following websites to supplement their knowledge and understanding and planning.

NATRE

The [National Association of Teachers of RE](#) is an initial point of contact for up-to-date information about RE. A voice at national level for all who teach and lead in RE, and publications and courses to support professional development.

REC

[Religious Education Council](#) of England and Wales, representing the collective interests of a wide variety of professional associations and faith communities in deepening and strengthening provision for religious education.

RE: Online

[RE: Online](#) are a provider of information about RE, supporting teaching and learning, as well as information about pedagogical approaches in RE, the history and legal status of RE.

REQM

[REQM](#) is a nationally recognized quality mark for RE.

RE Today

[RE Today](#) is a provider of RE-related teaching and learning resources.

Understanding Christianity

The official website for [Understanding Christianity](#), a resource produced by the Church of England Education Office and RE Today.

EYFS	Autumn Term		Spring Term		Summer Term	
	<i>Human Social Science</i>	<i>Human Social Science</i>	<i>Theology</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Philosophy</i>
	What do different religious and non-religious worldviews say about how we welcome babies?	How do Hindus celebrate Diwali?	What are different religious and non-religious stories of creation?	Why do Christians put a cross in the Easter garden?	What is love?	Should Noah trust in God?

KS1 Year A	Autumn Term		Spring Term		Summer Term	
	<i>Theology</i>	<i>Human Social Science</i>	<i>Philosophy</i>	<i>Human Social Science</i>	<i>Theology</i>	<i>Philosophy</i>
	What do Christians believe God is like?	How does a celebration bring a community together, what happens during worship at a church and a synagogue?	What do my senses tell me about the world of religion and belief?	How do Christians and non-religious people deal with difficult times?	Who made the world?	When people make bad choices, how can they be put right?

KS1 Year B	Autumn Term		Spring Term		Summer Term	
	<i>Human Social Science</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Human Social Science</i>	<i>Philosophy</i>	<i>Theology</i>
	Why do people think we should care for the earth?	Why is light an important symbol?	Why do people have different views about God?	How do Jews celebrate Passover (Pesach)?	How did the universe come to be?	What do Jews remember on Shabbat?

LKS2 Year A	Autumn Term		Spring Term		Summer Term	
	<i>Theology</i>	<i>Philosophy</i>	<i>Human Social Science</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Human Social Science</i>
	What do Christians learn from the creation story?	What is philosophy?	How do Muslims show their commitment in worship and festivals?	Why is the celebration of Vesak important to Buddhists?	How do people of religious and non-religious worldviews make moral decisions?	What do different religions believe about how we should treat the environment? Can religious festivals do more to keep the earth clean and safe?
LKS2 Year B	Autumn Term		Spring Term		Summer Term	
	<i>Philosophy</i>	<i>Human Social Science</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Theology</i>	<i>Human Social Science</i>
	What do religions and non-religions mean by truth? Is seeing believing?	How do religious groups contribute to the society and culture of the local area?	Where do ideas about God come from?	What does sacrifice mean?	What is the trinity?	How do people express commitment to a religion/worldview in different ways?

UKS2 Year A	Autumn Term		Spring Term		Summer Term	
	<i>Theology</i>	<i>Philosophy</i>	<i>Human Social Science</i>	<i>Theology</i>	<i>Human Social Science</i>	<i>Philosophy</i>
	What does it mean if God is holy and loving?	If there is a God, why is there evil and suffering?	What is the role and impact of the Gurdwara on Sikhs and their local community?	Creation and Science: Conflicting or complementary?	What influences how religious and non-religious people choose to dress?	What do religious and non-religious beliefs believe what it means to be human? Is being happy the greatest purpose in life?
UKS2 Year B	Autumn Term		Spring Term		Summer Term	
	<i>Human Social Science</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Human Social Science</i>
	How do Muslims show their commitment in worship and festivals?	What can we learn from psychology and theology about the idea of God?	Is believing in God reasonable?	What can we learn from theology and science about how to care for the Earth?	What can we learn about the world/knowledge/meaning of life from the great philosophers?	How do beliefs shape identify for Muslims?

Drop Down Days

Each academic year we have also timetable in specific Christmas and Easter units that teachers can plan for over a day or two days, we refer to these as 'drop down days'. In Year 5/6 there is also an additional unit around racial justice.

EYFS	Why do Christians perform Nativity plays at Christmas?	Easter is already in planned unit.
	Year A	Year B
KS1	What does the nativity story teach Christians about Jesus? What does the cross mean to Christians?	Why does Christmas matter to Christians? Why does Easter matter to Christians?
LKS2	How do people celebrate Christmas? Why do Christians call the day Jesus died Good Friday?	How do people of religious and non-religious worldviews celebrate and worship at New Year? What are the main messages of the Easter story?
UKS2	Are angels real? What did Jesus do to save human beings? What can be done to reduce racism? Can religion help?	Was Jesus the Messiah? What difference does the resurrection make for Christians?

Enquiry based approach

At Matching Green CE Primary School our RE curriculum is enquiry based, which means that each topic is founded on a question that the children seek to answer throughout their learning. Throughout the topic we follow something called the 5 E cycle.

Engage: the new enquiry is introduced, the children are engaged in the topic with an interactive stimulus, prior knowledge is considered and further questions are provoked.

Enquire: children consider their own questions they would like to find the answer to – this is supported by the class teacher to stay within the parameters of the learning objective.

Explore: children investigate and find out more to help them answer the enquiry question and their own, new knowledge is acquired.

Evaluate: children reflect on their knowledge

Express: children express the knowledge and understanding they have gained to answer the key question.

RE Enrichment

Throughout the whole RE curriculum there will be regular visits to St Mary's Church, the local church nearest to our school setting. The vicar in the local area will also visit the school both formally and informally on a regular basis. There will also be opportunities for visits from people of other religions e.g. rabbis. Parents of different faiths who are comfortable to talk about their beliefs with the children will also be invited in. In Year 4 children are taken to St Paul's Cathedral.

Assessment

Assessments are made at the end of each unit. Teachers will base their judgements on the overall contributions children have made to the topic as well as the final piece of work created by children in the 'express' element of the 5 E cycle. The grids below will be used by teachers when making their judgements. EYFS judgements will be made using the Early Learning Goals for 'Understanding the World' particularly People, Culture and Communities.

Theology Age Related Expectations

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where beliefs come from	Give a clear, simple account of at least one narrative, story, or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews.
How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs	Recognise that some beliefs connect together and begin to talk about these connections	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link the two sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
How beliefs shape the way believers see the world and each other	Give an example of how a person of religious and non-religious beliefs to guide their daily lives.	Give different examples of how people from religious and non-religious beliefs influence daily life.	Recognise ways in which beliefs might make a person of religious and non-religious world views think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a person of religious and non-religious worldviews think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way people form religious and non-religious world views view the world in which they live and how they view others.	Explain and discuss how beliefs shape people from religious and non-religious world views view the world in which they live and how.

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their sense and why they know about the world around them	Talk about the questions a story or practice form a religion or worldview might make them ask about the world around them. Talk about what people mean they say they 'know' something.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.
Issues of right and wrong, good and bad	Using religions and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right' 'wrong' 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices.

Human Social Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and other non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area	Identify some similarities and differences in how people practice and express beliefs both within and between at least two different religions/worldviews	Describe some of the varying ways in which religions and beliefs are practiced locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews	Explain some of the varying ways in which religions and beliefs are practiced locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews	Begin to analyse and evaluate the varying ways in which religions and beliefs are practiced locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer daily life, their family or local community	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society	Describe ways in which beliefs can impact on and influence individual lives, communities and society, and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on an influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Monitoring

It is the responsibility of the RE lead to monitor the intent, implementation and impact of the RE curriculum throughout regular book scrutinizes, observations, pupil voice and professional discussions with the class teacher. The RE lead will also work alongside the assigned RE Governor to see the implementation of the curriculum and its impact.