

**Diocesan Education Team**

**Worcester Diocesan Board of Education: Guidance notes for  
Model RE Policies in Schools**

**I Policy Guidance**

**I.1 Introduction**

I.1.1 It is important to note that a policy for Religious Education (RE) should take into consideration several key documents:

- [Statement of Entitlement](#) (June 2016)
- [Church of England's Vision for Education](#) (Autumn 2016)
- [SIAMS Evaluation Schedule](#) (April 2018)
- [Valuing All God's Children](#) (Summer 2019)

I.1.2 Schools who are part of a Multi Academy Trust (MAT) should also take into consideration any decisions that may be made by the MAT. Throughout the document, schools / academies should note that where 'school' appears in the document it can be substituted for 'academy' as appropriate.

**I.2 Syllabus**

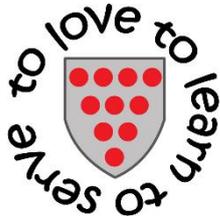
I.2.1 In a Church of England academy, the requirements for RE are specified in the funding agreement for that academy. For a Voluntary Aided (VA) school that converts to academy status the model funding agreement specifies that an academy with a particular religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. Foundation or Voluntary Controlled (VC) schools with a religious designation that convert to academy status must arrange for RE in accordance with the Locally Agreed Syllabus.

**I.3 Vision**

I.3.1 It is important that the provision for RE fits within the school's distinctive Christian Vision, therefore, you should outline how your school's Christian vision is a driver for the RE in your school and the impact this has.

**I.4 Intent**

I.4.1 Outline the intent of RE in your school. Ideas could be taken from [Religious Education in English Schools: non-statutory guidance](#) (2010), the Church of England Statement of Entitlement or from the Agreed Syllabus. You should look to explain what you hope to achieve with RE within the school, the purpose of teaching it and why you believe this is an important subject within the school.



## Diocesan Education Team

### 1.5 Time Allocations

1.5.1 This will include how RE is delivered i.e. as a discrete subject or as part of topic work or humanities etc.: what religions are taught at each Key Stage, how much time per week / term is spent on RE in each Key Stage and other operational information such as where resources are stored etc.

### 1.6 Assessment / Recording & Reporting

1.6.1 Schools are required to report on standards in RE. Within this section it will be useful to document:

- systems that you use for assessment e.g. Target Tracker, Insight, SPTO, Classroom Monitor, schools own internal systems, etc.
- what data you will collect
- how often you will collect data
- how you will report this to parents, including how often.

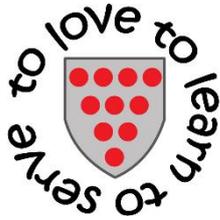
### 1.7 Responsibilities for RE in school

1.7.1 Within school there may be a number of people that have a shared responsibility for aspects of RE. It is worth making reference to specific roles for each person, particularly if some aspects are split between a number of people for example: Key Stage 1 and Key Stage 2.

### 1.8 Managing the Right of Withdrawal

1.8.1 The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to



## Diocesan Education Team

discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

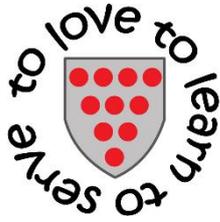
## 2 General Considerations

### 2.1 Ofsted RE Review 2021

- 2.1.1 In May 2021, Ofsted produced results of research into the teaching of RE and the overall report can be accessed [here](#).
- 2.1.2 The report refers to three different types of knowledge used in RE. These broad types of knowledge are 'pillars of progression' within RE. 'Getting better' at RE both at primary and secondary level comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:
- first, 'substantive' knowledge: knowledge about various religious and non-religious traditions
  - second, 'ways of knowing': pupils learn 'how to know' about religion and non-religion
  - third, 'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study.
- 2.1.3 Therefore, quality RE may be exemplified by the following features.

### 2.2 Leadership and Management

- 2.2.1 In order to ensure that RE is lead and taught well within school leaders will:
- make good decisions about which 'ways of knowing' pupils need to learn and how to match the 'ways of knowing' to the substantive content



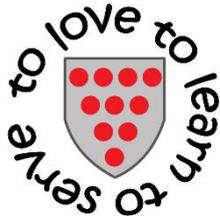
### Diocesan Education Team

- carefully identify the specific content for the 'personal knowledge' taking into to consideration of the context of their school, supporting pupils to see the value of the specific content taught
- ensure that the RE curriculum does not become distorted
- ensure assessment expectations are not excessively onerous of teachers
- ensure that CPD for teachers and leaders is of a high quality, giving staff the opportunity to reflect on assessment questions, develop deep subject knowledge and enable staff to support pupils engaging with religious and non-religious traditions
- identify the necessary background knowledge that pupils need to learn for a topic and make sure that the curriculum is ordered to accommodate this
- ensure that their own subject knowledge, pedagogy and knowledge of RE policy and research is kept up to date through high quality associations
- effectively model, through being clear about what pupils are expected to learn, the choosing of appropriate classroom activities that support pupils' long-term understanding of RE
- consider whether existing assessment models in RE do, in practice, treat the curriculum as the progression model.

## 2.3 Teaching and Learning

2.3.1 To facilitate quality RE teaching in the classroom, classroom teachers will:

- when planning, consider the knowledge that pupils build through the curriculum to ensure that knowledge of religious and non-religious concepts are accurate
- ensure that what is taught in RE is grounded in what is known about religion / non-religion from academic study in order to address misconception appropriately
- carefully select well-sequenced substantive content and concepts
- ensure that different 'ways of knowing' are taught alongside substantive content and not in isolation
- be mindful of when pupils should relate the content to their personal knowledge
- select detailed and fruitful substantive content and concepts, understanding that not all substantive content is equally appropriate in developing 'personal knowledge'
- take into consideration insights from cognitive science and subject insights when designing activities in the classroom
- support pupils in developing religious literacy through cultural and civic competencies taking in to account the complexity and diversity of global religion and non-religion



### Diocesan Education Team

- take into consideration pupils' prior knowledge when planning activities
- ensure that activities that will continue to draw on, and to remind pupils of, parts of the RE curriculum that pupils have already covered
- design RE assessments that are fit for purpose, in that they are precisely attuned to the knowledge in the RE curriculum that they intend for pupils to learn.

## 2.4 Curriculum Design

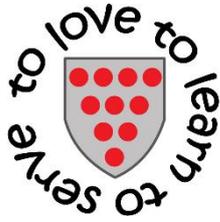
2.4.1 To support quality RE, leaders must consider the ways in which the RE curriculum ensures that:

- 'collectively enough' substantive content and concepts enable pupils to grasp the complexity of a multi-religious, multi-secular world
- representations of religious and non-religious traditions that are as accurate as possible
- depth of study in certain areas provides pupils with detailed content that is connected with the concepts and ideas that they learn
- detailed knowledge of specific religious and non-religious traditions (such as their stories, narratives, texts and testimonies) enables pupils to make useful connections between content
- pupils are prepared with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics through good sequencing
- 'ways of knowing' is included as a form of knowledge that pupils build through the RE curriculum
- pupils are encouraged to think in critical and scholarly ways about the representations of religion and non-religion that they learn and encounter in the world beyond
- the scholarly methods and tools pupils learn are included
- pupils' awareness of their own assumptions and values about the content that they study ('personal knowledge') is built
- pupils are not inducted into any religious tradition
- pupils' learning is focused on ambitious subject-specific end goals, rather than the superficial covering of excessive amounts of content
- clear curriculum content, planned by subject leaders and curriculum designers, illustrates 'ways of knowing' and develops pupils' 'personal knowledge'.

## 2.5 Assessment

2.5.1 When assessing quality RE, leaders and teachers will need to ensure that:

- formative assessments can help teachers in identifying which pupils have misconceptions or gaps in their knowledge, and what those specific



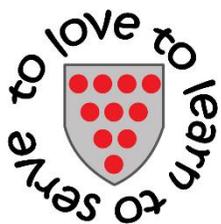
### Diocesan Education Team

misconceptions or gaps are. This is in order to inform teachers about common issues, so they can review or adapt the curriculum as necessary. Teachers should be mindful that formative assessments are less useful in making judgements about how much of the whole curriculum has been learned and remembered

- summative assessments are used for accountability purposes. Leaders can ensure that they are sufficiently spaced apart to enable pupils to learn the expanding domain of the curriculum
- RE assessments relate to the curriculum, which sets out what it means to 'get better' at RE.

### 3 **Planning, Monitoring and Evaluation Proformas**

The following pages provide a range of templates and exemplars for monitoring and evaluating RE within school. The templates are provided as an example of formats for monitoring and evaluation and schools are free to use these templates should they wish. However, there is no obligation to use these templates and schools may use the templates that work best for their school and context. Guidance is provide below for each of the templates.

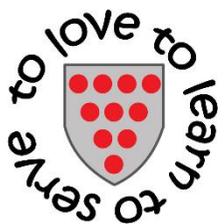


Diocesan Education Team

3.1 Long Term Plan (LTP)

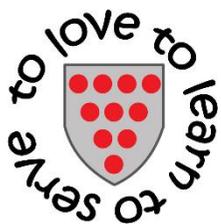
3.1.1 Example single year LTP incorporating the Worcestershire Agreed Syllabus and Understanding Christianity. Planning also suggests knowledge, skills and concepts to be taught through each unit / year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	<p>F4 Being Special: where do we belong?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the terms respect and belonging</li> <li>Understand how people care for and love us</li> <li>Understand what happens at a <b>baptism and dedication</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas</li> </ul>	<p><b>INCARNATION</b></p> <p>F2 Why is Christmas Special for Christians?</p> <p><i>*UC - Why Christians perform Nativity plays at Christmas?</i></p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand that Christians believe Jesus was born at Christmas</li> <li>Begin to understand the word '<b>incarnation</b>' as God with us</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas</li> </ul>	<p>F6 What times / stories are special and why?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand religious words</li> <li>Know what the Torah the Bible are</li> <li>Know some simple Bible stories</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas and experiences</li> </ul>	<p><b>SALVATION</b></p> <p>F3 Why is Easter special to Christians?</p> <p><i>*UC - Why do Christians put a cross in an Easter garden?</i></p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand that Christians believe that <b>Jesus died for their sins at Easter</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas and experiences</li> </ul>	<p>F5 What places are special to us?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand what is inside a Church</li> <li>Understand what makes people feel safe</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas and experiences</li> </ul>	<p><b>GOD / CREATION</b></p> <p>F1 Why is the word 'God' important to Christians?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand who Christians believe God is</li> <li>Understand what makes the world a special place</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Retell stories</li> <li>Share own ideas and experiences</li> </ul>



**Diocesan Education Team**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>I. 10 What does it mean to belong to a faith community?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the term community (religious + non-religious)</li> <li>Understand how faith communities show their love</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p><b>GOD</b></p> <p>I. 1 What do Christians believe God is like?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand what a <b>parable</b> is</li> <li>Understand terms <b>'love' and 'forgive'</b></li> <li>Understand that Christians believe that God is loving and forgiving</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p>I. 7 Who is Jewish and how do they live?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the words of the <b>Shema Prayer</b>; how it is used and why it is important to Jews</li> <li>Understand what happens at a <b>Shabbat / Sukkot</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>		<p><b>CREATION</b></p> <p>I. 2 Who do Christians say made the world?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand terms creation and <b>creator</b></li> <li>Understand the story of creation and that Christians believe God created the world</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p>I. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand that people care for the world in different ways.</li> <li>Understand that we need to look after the world in which we live</li> <li>Understand the meaning of Genesis 1</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>

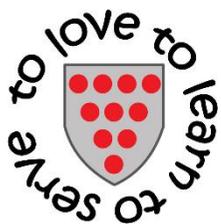


Diocesan Education Team

THE CHURCH OF ENGLAND

DIOCESE OF WORCESTER

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>I. 6 Who is a Muslim and how do they live? Part 1.</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Recognise that there are 99 names for Allah</li> <li>Recognise the words of the Shahadah</li> <li>Recognise that Muslims use the words of the Prophet to help guide them</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p><b>INCARNATION</b></p> <p>I. 3 Why does Christmas matter to Christians?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand that Christians believe that Jesus was God's Son</li> <li>Understand the term <b>incarnation</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p>I. 6 Who is a Muslim and how do they live? Part 2.</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Recognise that there are 99 names for Allah</li> <li>Recognise the words of the Shahadah</li> <li>Recognise that Muslims use the words of the Prophet to help guide them</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p><b>SALVATION</b></p> <p>I. 5 Why does Easter Matter to Christians?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the events of <b>Holy Week and Easter</b></li> <li>Understand the term <b>salvation</b> and its importance to Christians</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p><b>GOSPEL</b></p> <p>I. 4 What is the 'good news' Christians believe Jesus brings?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Recognise that the Gospels are stories of good news</li> <li>Recognise that the Bible helps show the right way to live</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>	<p>I. 8 What makes some places sacred to believers? (C, M)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Recognise objects from different religions and understand how they are used in worship</li> <li>Recognise that some places are special and sacred</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Talk about what they learn from stories</li> <li>Ask questions about stories</li> </ul>

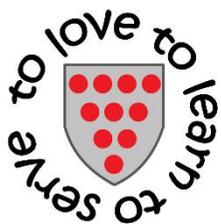


Diocesan Education Team

THE CHURCH OF ENGLAND

DIOCESE OF WORCESTER

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>L2. 7 What do Hindus believe God is like?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Understand the term murti and how they support Hindu worship</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p><b>INCARNATION / GOD</b></p> <p>L2. 3 What is the 'Trinity' and why is it important for Christians?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the term <b>Trinity</b></li> <li>Recognise that Christians believe that God is 3 in 1 - <i>Father, Son and Holy Spirit</i>.</li> <li>Understand how knowledge of the Trinity shapes Christian lives</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p>L2. 8 What does it mean to be a Hindu in Britain today?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>Identify and understand terms such as arti, bhajans and Diwali</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p><b>SALVATION</b></p> <p>L2. 5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the word <b>salvation</b></li> <li>Understand the importance of <b>Holy Week</b> to Christians</li> <li>Identify and understand the significance of the term '<b>Good Friday</b>'</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p><b>KINGDOM OF GOD</b></p> <p>L2. 6 For Christians, when Jesus left, what was the impact of Pentecost?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify the term <b>Pentecost</b></li> <li>Understand the role of the <b>Holy Spirit</b></li> <li>Understand what Christians believe the <b>Kingdom of God</b> is</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p>L2. 11 How and why do people mark the significant events of life? (C, H, NR)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the word commitment</li> <li>Understand how marriage and baptism ceremonies work in religious and non-religious contexts</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> <li>Make comparisons between faith practises</li> </ul>

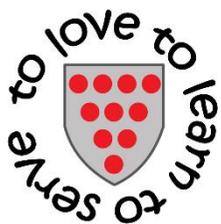


Diocesan Education Team

THE CHURCH OF ENGLAND

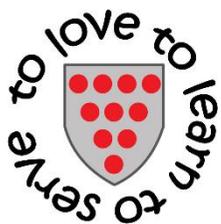
DIOCESE OF WORCESTER

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b>CREATION / FALL</b> L2. 1 What do Christians learn from the Creation story?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand what is meant by 'the fall'</li> <li>Understand the story of Creation and what Christians believe happened</li> <li>Understand ways in which we look after creation</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul> <p><b>PEOPLE OF GOD</b> L2. 2 What is it like for someone to follow God?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the term covenant</li> <li>Understand the term <b>faith</b> and how it is different from religion</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>		<p>L2. 9 How do festivals and worship show what matters to a Muslim?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the term ibadah</li> <li>Identify examples of ibadah in Islam</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p>L2. 10 How do festivals and worship show what matters to Jewish people?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the terms, <b>sin</b>, <b>forgiveness</b> and God in Jewish terms.</li> <li>Understand key festival of Passover</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p><b>GOSPEL</b> L2. 4 What kind of world did Jesus want?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the ways in which Jesus wanted the world to be a better place</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>	<p>L2. 12 How and why do people try to make the world a better place? (C, M/J, NR)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand how charities work to bring about / effect change within this world</li> <li>Understand how people define acts in terms of 'good' and 'evil'</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Raise questions and seek answers to key religious ideas</li> <li>Make simple links between texts, beliefs and how people live</li> </ul>



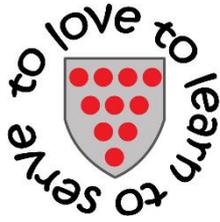
Diocesan Education Team

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>CREATION</b> U2. 2 Creation and science: conflicting or complementary?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Scientific and Religious views on the creation of the universe and creation of man</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 11 Why do some people believe in God and some people not? (C, NR)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the term <b>faith</b></li> <li>Understand barriers to faith</li> <li>The reasons why people have faith</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 7 Why do Hindus want to be good?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand key Hindu beliefs such as dharma, karma, samsara, moksha, using technical terms accurately</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p><b>SALVATION</b> What difference does the resurrection make for Christians?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>What is the <b>resurrection</b> and what evidence do we have for it</li> <li>Understand the concept of <b>Christian Hope</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p><b>KINGDOM OF GOD</b> U2. 6 For Christians, what kind of king is Jesus?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understanding of the <b>Kingdom of God</b></li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 12 How does faith help people when life gets hard?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Religious understanding of suffering, death and bereavement and its links to faith and hope</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>



**Diocesan Education Team**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>GOD</b> U2. 1 What does it mean if Christians believe God is holy and loving?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Theological understanding of <b>Holy and Loving</b></li> <li>Understand how Christians respond to God being Holy and Loving</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p><b>INCARNATION</b> U2. 3 Why do Christians believe Jesus was the Messiah?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the terms <b>Prophecy, Incarnation and Messiah</b></li> <li>Understand why Christians call Jesus the Messiah</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 8 What does it mean to be a Muslim in Britain today?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p><b>GOSPEL</b> U2. 4 Christians and how to live: What would Jesus do?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand that there are different ways of interpreting the Bible</li> <li>Understand that scripture shows us a way to live</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 9 Why is the Torah so important to Jewish people?</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand what the Torah is and how it is used</li> <li>Understanding of key Jewish laws and commandment e.g. Kosher law</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>	<p>U2. 10 What matters most to Humanists and Christians? (C, M/J, NR)</p> <p><u>Key Knowledge / Concept:</u></p> <ul style="list-style-type: none"> <li>Understand the terms 'good' and 'evil'</li> <li>Understand morals and how people develop a moral code</li> </ul> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>Interrogate and weigh up sources of evidence</li> <li>Reflect on evidence and present key findings</li> <li>Understand different points of view</li> <li>Make connections with other learning</li> </ul>



### Diocesan Education Team

3.1.2 For a two-year cycle, you may combine year groups to create a year a/b cycle. For example, when years 5 and 6 are combined, in the above guidance year 5 become 5/6a and year 6 become 5/6b.

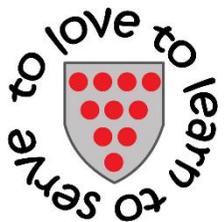
3.1.3 **Words in Red:** There are some theological concepts that underpin these ideas. It is important that we ensure that we are being as theologically accurate as we can be when teaching them. This is particularly true when looking at the Trinity. It is important to note that some denominations within Christian circles differ on their theological understanding of some of these terms; there are also differences within the CofE as to the theological understanding of some of these terms.

### 3.2 Action Plans

3.2.1 A good RE action plan should have a clear rationale behind the actions that are listed on it and therefore should take into consideration the following areas:

- The key findings of any monitoring and evaluation that that has taken place over the course of the previous academic year.
- Development points from the most recent Ofsted and SIAMS inspection reports (e.g. if an Ofsted recommendation was regarding spelling, how can that teaching of RE contribute to the overall improvement of spelling within the school).
- The school context: It is important that any improvements sought are specific for the children that are in your school.
- The school's vision: How are the actions suggested related to the schools distinctively Christian Vision? They should help to bring the vision to life.

3.2.2 For the academic years 2021/22 and 2022/23, the impact of COVID-19 on the curriculum should also be considered and what steps may need to be taken to readdress the balance.



**Diocesan Education Team**

3.2.3 Action Planning Exemplar

**Subject Action Plan 20\_ - 20\_**

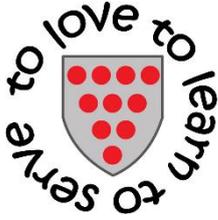
**School Vision:**

<b>School Context:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Subject Context:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
---	--

<b>Ofsted / SIAMS Report Considerations:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>COVID-19 considerations:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
---	--

<b>Key Development Foci:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
---	--

Objective	Precise Actions	Led by	Timescale	Resources	Review



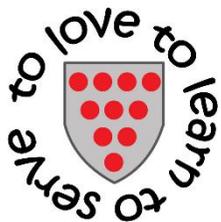
## Diocesan Education Team

### 3.3 Work Scrutiny

3.3.1 When completing a work scrutiny within RE, you should always be trying to answer the question: 'Does the work within the books demonstrate that *all* children are making progress from their relative starting points?' Therefore, the following areas should be taken into consideration:

- To what extent work in books gives children the opportunity to make progress and develop:
  - thinking skills
  - religious literacy
  - theological rigour
- To what extent does the work in pupils' books suggest that RE is given a high profile in the classroom
- To what extent is there a balance between religions taught throughout the year and across the school.

DRAFT



**Diocesan Education Team**

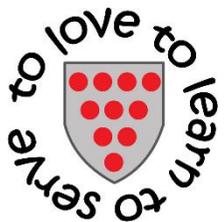
3.3.2 Work Scrutiny Monitoring Sheet for RE

Year Group \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Focus	Year Group _____
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Are the learning objectives clear, matched to the scheme of work and suitable for the age / stage of the children?</li> <li>• Does the work give children the opportunity to achieve the learning objective?</li> </ul>	
<b>Continuity and Progression</b> <ul style="list-style-type: none"> <li>• Is there evidence of progress for all groups of pupils inc. Disadvantaged, SEN and PP?</li> <li>• Is there continuity across the year group?</li> </ul>	
<b>Challenge and Support</b> <ul style="list-style-type: none"> <li>• Is there evidence that children are being appropriately challenged within a unit of work?</li> <li>• Does the work develop higher order thinking?</li> <li>• Is there evidence that appropriate support is available to those who need it?</li> </ul>	
<b>Profile of RE</b> <ul style="list-style-type: none"> <li>• Is there evidence to suggest that RE has a high profile in the classroom?</li> <li>• Are pupils doing as much work in the time available as they would in other subjects?</li> <li>• Is the work complete?</li> </ul>	
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Is there consistency in the standard of presentation of each pupil's work?</li> </ul>	

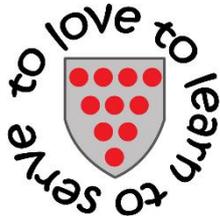


Diocesan Education Team

THE CHURCH OF ENGLAND

DIOCESE OF WORCESTER

Focus	Year Group _____
<p><b>Feedback / Assessment</b></p> <ul style="list-style-type: none"> <li>• Is feedback in line with the school agreed policy and support children's learning and address any misconceptions?</li> </ul>	
<p><b>Religious Literacy and Theological Rigor</b></p> <ul style="list-style-type: none"> <li>• Does the work help to develop children's religious literacy?</li> <li>• Is there evidence that children have the opportunity to critically engage in a range of texts?</li> <li>• Is the work sufficiently theologically rigorous?</li> </ul>	
<p><b>Other World Faiths</b></p> <ul style="list-style-type: none"> <li>• Is there evidence of the study of other world faiths in accordance with the school's agreed RE Policy?</li> </ul>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Is there a range of opportunities for extended writing?</li> <li>• Is there any record of class discussion?</li> </ul>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Are resources appropriate for the work that has been planned?</li> <li>• Do resources support and enhance the children's learning?</li> <li>• Are resources appropriate for the age and stage of the children?</li> </ul>	



**Diocesan Education Team**

**3.4 Pupil / Staff Conferencing**

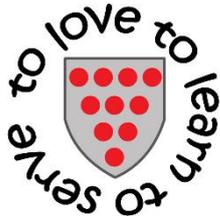
3.4.1 Pupil and staff conferencing is a great way to gauge the temperature of RE within the school. When choosing children to interview it is always a good idea to select a range of children. This may include a range of ability, but should also include children that may not have a personal Christian faith as well as children that have no faith at all.

**3.4.2 Pupil Conferencing**

Pupil Initials \_\_\_\_\_

Class \_\_\_\_\_

Questions	Responses
Do you enjoy RE? Why?	
What makes RE exciting / boring?	
Show me something in your books that you are proud of.  Why is this special?  What did you learn?	
Do you think RE is important?  Why do you have to learn about it?	
What sort of things do you learn in RE?	
Tell me about some of the different religions that you have learnt about?	
Have you visited places where people worship?  Is this helpful? Why?	
Can you tell me something about _____ (an aspect of a religion they have studied)?	
Why do we learn about different faiths?	
If you could change something about RE what would it be?	



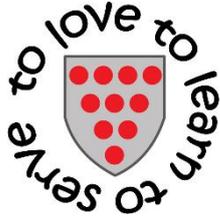
**Diocesan Education Team**

**3.4.3 Staff Questionnaire**

Member of staff \_\_\_\_\_

Please rate your confidence in teaching the following areas, where 1 is not confident and 5 is very confident.

Question	Response				
How confident are you about teaching Christianity?	1	2	3	4	5
How confident are you about teaching Islam?	1	2	3	4	5
How confident are you about teaching Judaism?	1	2	3	4	5
How confident are you about teaching Hinduism?	1	2	3	4	5
How confident are you about teaching Buddhism?	1	2	3	4	5
How confident are you about teaching Sikhism?	1	2	3	4	5
How confident are you about teaching Humanism?	1	2	3	4	5
How confident are you with using Understanding Christianity?	1	2	3	4	5
Are there any areas of Understanding Christianity that you would like more support with?					
How confident are you with using Worcestershire / Dudley Agreed Syllabus?	1	2	3	4	5
Are there any areas of Worcestershire / Dudley Agreed Syllabus that you would like more support with?					
What do you see as the purpose of teaching RE?					
Do you think we should teach more RE, less RE or about the same? Why?					
Do you have any ideas about how we could make RE in the school better?					
What courses have you attended this year regarding RE?					
Do you have any further training requirements when it comes to RE?					



THE CHURCH  
OF ENGLAND

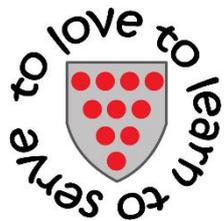
DIOCESE OF  
WORCESTER

### Diocesan Education Team

#### 4 Further support

- 4.1 For further support and guidance on RE policy please contact Rev. Duncan Hutchison, Diocesan Education Adviser on [dhutchison@cofe-worcester.org.uk](mailto:dhutchison@cofe-worcester.org.uk) or 07960 977847.

DRAFT



**Diocesan Education Team**

 THE CHURCH  
OF ENGLAND

DIOCESE OF  
WORCESTER

DRAFT