



Edward Francis

Primary School

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EDWARD FRANCIS PRIMARY SCHOOL

RE and COLLECTIVE WORSHIP POLICY

THIS ISSUE – Summer term 2025

CHANGES FROM PREVIOUS VERSION:

These changes have arisen out of the new Essex Agreed Syllabus (SACRE 2022) and the use of The Saffron Academy Trust Scheme for teaching Religious Education at Edward Francis Primary School.

Religious Education at Edward Francis

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Edward Francis Primary School we develop the children's knowledge and understanding of Christianity, other world religions and non-religious world views. High-quality RE will support pupils' religious literacy.

In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils 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 pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape. We use a multi-disciplinary approach (theology, philosophy and the human/social sciences) to teach RE.

The Aims

The aims of religious education at Edward Francis Primary School are:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

The Legal Position

- Our school RE curriculum is based on Essex SCARE (the new Essex agreed syllabus for religious education starting from September 2022) in Essex Primary Schools.
- Statutory requirements in respect of religious education (RE) are currently contained in the Education Act 1996 and the School Standards and Framework Act 1998.
- Parents have a right to withdraw their children wholly or partly from RE, and teachers have a right to withdraw themselves wholly or partly from RE.
- The Education Reform Act states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning styles

The attainment targets in the Essex Agreed Syllabus state that for a child to be at the expected standard in RE they need to be 'religiously literate'. At Edward Francis Primary School this is outlined by assessing whether children can:

- Hold balanced and well-informed conversations about religion and worldviews.
- Use the multi-disciplinary approach (philosophical, theological and human/social science) when talking about a religion or world-view.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes spiritual growth and development. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. We have close links with our local church (Holy Trinity Church).

In order to make religious education a lively, active subject we employ a variety of teaching methods which include cross curricular links. These include literacy, mathematics, art, music, PSHE/SMSC, the development of thinking skills, drama, the use of artefacts, pictures, stories and opportunities for reflection.

Skills

Investigation	Observation	Questioning	Discussion
Recording	Analysis	Communication	Reflection
Application	Empathy	Evaluation	Self-Awareness

Implementation of the Religious Education Syllabus

At Edward Francis Primary School, we have based our curriculum on the document Essex SACRE 2022 (The Essex Agreed Syllabus for Religious Education) and follow the Saffron Academy Trust Scheme. We follow an enquiry based approach where children will explore a different enquiry each term / half term.

Implementation of Religious Education syllabus in Foundation Stage

Schemes of work have been created using Essex SACRE (The Essex Agreed Syllabus for Religious Education) and The Saffron Academy Trust Scheme. In the foundation stage at Edward Francis pupils will:

- Begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship.
- Listen to, and talk about, stories which may raise puzzling and interesting questions.

- Be introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

There are 17 Early Learning Goals in total. RE has a particularly important contribution to make to the 12 ELGs as identified below:

Listening and Attention, Understanding, Speaking, Reading, Writing, Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships, People and communities, The world, Exploring and using media and materials, Being imaginative.

Three enquiries are to be explored during The Foundation stage:

- Christianity - Why is the word God so important to Christians? (Theology)
- Christianity - Why do Christians perform Nativity plays at Christmas? (Theology)
- Christianity- Why do Christians put a cross in an Easter Garden? (Theology)

Implementation of Religious Education syllabus in Key Stage 1 and Key Stage 2

Five enquiry questions are to be explored during Year 1, 2, 3, 4, 5 and 6. Each enquiry question follows one discipline (theology, philosophy, human / social sciences). Some enquiries explore more than one religion / world view. Here is an overview of the enquiries the children will explore.



Religious Education – Primary Curriculum Map



Learning through a Lens		
Theology – 14 Units	Philosophy – 9 Units	Human & Social Science – 10 Units

Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Why is the word God so important to Christians? Christian	Why do Christians perform Nativity plays at Christmas? Christian	Why do Christians put a cross in an Easter Garden? Christian		
Year 1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Christian, Hindu
Year 2	Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover? Jewish	Why do people have different views about the idea of God? Multi / Humanist
Year 3	How do people express commitment to a religion? Jewish, Sikh, Christian	What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian, Humanist	What do Muslims believe about God? Muslim	What difference does being a Muslim make to daily life? Muslim
Year 4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, Sikh	How do/have religious groups contribute to society and culture? Hindu, Christian	Why is there so much diversity of belief within Christianity? Christian	What does sacrifice mean? Multi, Humanist
Year 5	Is believing in God reasonable? Multi, Humanist	How has belief impacted on music and art through history? Christian, Muslim	Why should we be good? Multi	What difference does the resurrection make to Christians? Christian	How do Hindus make sense of the world? Hindu
Year 6	How and why does religion bring peace and conflict? Multi	How do Buddhists explain the suffering in the world? Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Christian, Humanist	Creation or science: conflicting or complementary? Christian, Humanist	How do beliefs shape identity for Muslims? Muslim

Assessment in the Foundation Stage

- We assess the children's knowledge and understanding through observation using the Foundation Stage Profile statements.

Assessment in Key Stage 1 and 2

- Book scrutiny and monitoring of teaching and learning is carried out annually to ensure that all aspects of RE are being taught appropriately and effectively, parents will receive an annual report containing details of the achievements of their children in RE.

Teaching Religious Education to Children with Special Needs

In our school we teach Religious Education to all children. We provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We take into account the targets set for individual children in their One Plans or Educational Health Care Plan (EHCP).

Gifted and Talented

Gifted and talented pupils are entitled to achieve their full potential in this subject. Teachers begin by recognising that some learners will exhibit a particular aptitude for Religious Education and that other pupils may bring specific gifts and talents from other areas to Religious Education.

In order for these pupils to gain maximum access and demonstrate achievement, we carefully plan and differentiate work within the syllabus, and where appropriate, we aid pupils with Special educational needs towards a basic understanding of RE issues and extend the gifted and talented towards open-ended investigations.

Equal opportunities

Religious Education has always offered possibilities for encouraging sensitivity to a variety of beliefs and practices. It also offers, in each religious study, the opportunity for learning what the various faiths have to teach about opposition to racial prejudice and discrimination. Studying what different religions have to say about moral values and respect for individuals will help pupils work out their own system of beliefs and moral codes and show respect for the different religious traditions within Society.

Resources

We use The Saffron Academy Trust Scheme to teach RE which has a variety of resources such as video clips and worksheets. We have sufficient resources in our school to be able to teach all our Religious Education teaching units. Resources for RE are kept in the upstairs Resources Room and include a collection of religious artefacts which we use to enrich the teaching of Religious Education. The school library has a selection of RE books to support children's individual research. Each class has a Bible which the children have access to in the book corner.

Spiritual Moral Social and Cultural Development

Through teaching Religious Education in our School, we provide opportunities for spiritual, moral, Social and cultural development. The National Curriculum in England (2013) states in Section 2.1 that every state funded school must offer a curriculum which is balanced and broadly based and which "promotes the spiritual, moral, cultural, Social, mental and physical development of pupils and of society and prepares pupils for the opportunities, responsibilities and experiences of later life." In terms of spiritual development OFSTED expects this to be shown as pupils'

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

(OFSTED School Inspection Handbook - July 2014)

Monitoring and Review

The Religious Education co-ordinator is responsible for monitoring the standards of the children's work and quality of the teaching in Religious Education. The coordinator is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a direction for the subject in the school. The coordinator visits classes to observe teaching in the subject.