

**St. John's C.E. Primary**  
**Friern Barnet**  
**R.E. AND WORSHIP GUIDELINES**

**RE Statement of Intent**

The intent of our RE syllabus and worship is to ensure the teaching of RE supports and enhances the Christian vision of the school and contributes significantly to the spiritual, moral, social and cultural development of children. We seek to deliver a high quality experience which helps all pupils to flourish, become religiously literate and to live life in all its fullness. The aims of RE are rooted in our school's vision and reflect the Church of England Statement of Entitlement to:

- help pupils become critical thinkers who know about and understand Christianity as a living world faith through the exploration of core theological concepts which are rooted in an understanding of the Bible
- help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide
- develop a curiosity, knowledge and understanding of other major world religions and world views and their impact on society and culture
- give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions

**Implementation**

These notes provide guidelines for the delivery of Religious Education (R.E.) across Key Stage 1 and Key Stage 2 at St. John's school. R.E. is considered a core subject within our curriculum. Responsibility for the delivery of these programmes of study for each year group rests with the class teacher, who will be supported and guided by the R.E. Coordinator.

**Religious Education in Church of England Schools. A Statement of Entitlement:**

*Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect, encouraging all to live well together.*

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

*A high-quality, sequential religious education (R.E.) programme is essential to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is however, a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions (and worldviews) fostering respect for others.*

*The Church of England Education Office*

**Association Membership**

The school is supported in its delivery of R.E. and Collective Worship by the London Diocesan Board for Schools. The LDBS offer training and support for the R.E. co-ordinator, teachers and governors and the school enjoys termly visits by the LDBS inspector.

**Guidance:**

These notes provide guidelines to teachers for the delivery of RE and Collective Worship across St. John's school. Religious Education (R.E.) is considered a core subject in a Church of England school and therefore the school has adopted the LDBS R.E. syllabus.

**In R.E. we seek to help pupils to:**

- know about and understand Christianity as a living world faith through the exploration of core theological concepts.
- consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide

- develop knowledge and understanding of other major world religions and world views and their impact on society and culture

**The R.E. and Worship Guidelines must be read in conjunction with the R.E. and Collective Worship Policies.**

The core purpose of R.E. is to enable pupils to develop their religious literacy. For this to happen, effective teaching MUST include the following:

- allocated and protected time for the teaching of R.E.
- secure subject knowledge for teachers
- lessons which are planned and sequential
- an awareness among teachers of end of unit expectations
- some form of agreed assessment (further discussion and consideration to follow)
- a rich religious vocabulary to be shared, explained, taught and developed through a unit of learning
- a range of high quality questions asked by teachers across a unit of learning
- a wide range of activities to give pupils the opportunity to express themselves in a variety of ways and show what they know and understand
- opportunities for talk, discussion, debate and critical thinking
- presentation in books and folders which is generally at least good and generally in-line with other core subjects and
- demonstrates generally at least good progress
- opportunities for pupils to understand the structure of the Bible as reiterated by the LDBS

Teacher feedback must:

- relate to R.E. knowledge, understanding and skills and not simply English based objectives (although through the Wider Curriculum we do seek to improve or consolidate learning in literacy)
- lead to pupils deepening their knowledge and understanding in R.E.

Teachers must:

- arrange class visits and/or workshops to support R.E learning in-line with the principles of the Wider Curriculum. These can and should include
  - i. trips to church allowing children the opportunity to worship in church
  - ii. a trip to another place of worship of Christian denomination
  - iii. a trip to a place of worship of another religion (remember that children are to have acts of worship demonstrated but children are not to participate in those acts of worship)
  - iv. class visits by the Rector of St. John's Church to support the delivery of learning about the Christian faith
- seek to ensure that R.E. is an expression of the school's vision statement "Faith, Excellence and Enjoyment"
- ensure that the subject is given priority on the timetable  
(Curriculum time must be sufficient, appropriate and balanced. Parents and pupils are entitled to expect that in Church schools, Christianity should be the majority religion studied in each year group and it should cover at least 50% of R.E. curriculum time.

Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-2.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship.

Collective worship must not be considered curriculum time for RE or the teaching of RE

**Further guidance for the teaching of R.E. at St. John's:**

- The schools' R.E. content must cover approximately 2/3 Christianity and 1/3 world religions
- Teaching about Christianity should try to include when possible, reference to Bible passages
- Teachers are advised to avoid using their own personal views or beliefs as a basis for teaching
- The R.E. syllabus for one's year group is a guide to the curriculum content for that year
- Recording children's learning: every child's R.E. Class Book or folder must include for each lesson: i. date and ii. the WALT
- Teachers must also maintain 'whole class' R.E. books – a whole class red learning book to include evidence of whole class R.E. work, class assemblies and children's reflections, observations and ideas. This should

include photos. Community Cohesion experiences should also be included in this book. Please ask accompanying members of staff to take photos on your behalf.

- Where a R.E. lesson has been primarily discussion and little is recorded in a child’s book or folder, there must be some form of record of learning, eg. a photograph and brief summary of learning entered into the Class RE Book (red book)
- Teachers are advised to teach world religions RE along the theme of ‘world views. This means, for example, teaching Christianity along the lines of a Christian world-view, Buddhism to a Buddhist World-view, and Sikhism to a Sikh world-view. World-view is a phrase that explains the way an individual sees and understands the world, especially regarding issues such as politics, philosophy, and religion. In the case of R.E. a religious worldview is the way an individual sees and understands the world from the perspective of their religion.
- When discussing Islam, it is good practise to use phrases such as – “A Muslim’s worldview is that Allah is the one true God.” Alternatively, a good phrase to use is, “Many Muslims believe”, or, “Many Christians believe”.
- Pupils should be given the opportunity to learn hymns to perform them during collective worship, church assemblies and other significant occasions throughout the year

### Work/Book Scrutiny

The R.E. and Worship coordinator and members of the senior leadership team will undertake routine sampling of children’s work. This will include::

- looking through books to review coverage, standard of work and presentation to gain an overview of the subject and its delivery within classes
- displaying pupils’ during a staff meeting so that all teachers can view other class books
- feedback presented by the subject leader

### Curriculum Overview Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early Years</b>	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	Who cares for this special world?	How did Jesus rescue people?
<b>Y1</b>	What responsibility has God given people about taking care of creation? (6 lessons) <b>Christian</b> <b>God</b> <b>Bible</b> <b>creator</b> <b>Adam and Eve</b>	Christmas- Why is each person important in the Nativity Story (5 lessons)? <b>Archangel Gabriel</b> <b>Mary</b> <b>Joseph</b> <b>shepherds</b> <b>King Herod</b> <b>wise men</b> <b>love</b>	Judaism: What is it like to live as a Jewish person? (6 lessons)  <b>Judaism</b> <b>Star of David</b> <b>Menorah</b> <b>Torah</b> <b>Shabbat</b> <b>Challah loaf</b> <b>Synagogue</b>	Easter –Why is Easter the most important festival for Christians? (4 lessons)  <b>Last Supper</b> <b>Good Friday</b> <b>Cross</b> <b>Easter Sunday</b> <b>resurrection</b>	Islam: What does it mean to be a Muslim? (6 lessons)  <b>Islam</b> <b>Muslim</b> <b>Allah</b> <b>prophet</b> <b>Muhammad</b> <b>Qur’an</b>	Why did Jesus tell stories? (6 lessons)  <b>Last Supper</b> <b>Good Friday</b> <b>Cross</b> <b>Easter Sunday</b> <b>resurrection</b>
<b>Y2</b>	Why did Jesus teach the Lord’s Prayer as the way to pray? (6 lessons)  <b>prayer</b> <b>Lord’s prayer</b> <b>Heaven</b> <b>kingdom</b> <b>forgiveness</b> <b>sins</b> <b>trespasses</b> <b>temptation</b>	Christmas: How does the symbol of light help us to understand the meaning of Christmas for Christians? (5 lessons)  <b>Incarnation</b> <b>Christmas</b> <b>Christingle</b> <b>Light of the World</b> <b>holy</b>	Judaism Why are they having a party? (6 lessons)  <b>Jewish people</b> <b>Festival</b> <b>Remembering</b>  <b>Rosh Hashanah</b> <b>Yom Kippur</b> <b>Sukkot</b> <b>Sukkah</b> <b>Hanukkah</b> <b>Hanukkah</b>	Easter: How do the symbols of Easter help us to understand the meaning of Easter for Christians?  (4 lessons) <b>salvation</b> <b>symbol</b> <b>Last Supper</b> <b>Holy Communion</b> <b>Passover/Pesach</b>	Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah? (6 lessons)  <b>Islam</b> <b>Muslim</b> <b>Allah</b> <b>Prophet</b> <b>Qur’an</b>	Why do Christians make and keep promises before God? (6 lessons)  <b>belonging</b> <b>community</b> <b>Christian</b> <b>church</b> <b>symbol</b> <b>baptism</b> <b>christening</b> <b>font</b>

	evil	halo		sacrifice forgiveness	Ramadan Wudu Ka'bah Makkah prayer mat Islamic compass commitment	John the Baptist marriage vows/promise
<b>Y3</b>	What is the Bible's Big Story? (6 or 8 lessons)  Bible Old Testament New Testament God creation fall People of God incarnation gospel salvation Kingdom of God	Christmas: How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas? (5 lessons)  incarnation Christmas prophet prophecy John the Baptist Advent Epiphany gold, frankincense and myrrh	Judaism What does it mean to be Jewish?  (6 lessons) promise covenant Abraham Moses Shema Mezuzah Passover Pesach plague Israelite Egyptians	Who is the most important person in the Easter story?  (5 lessons)  salvation disciple betrayal denial forgiveness redemption crucifixion resurrection	Buddhism  What did the Buddha teach his followers about life?  (6 lessons)  Buddha enlightenment suffering greed ignorance selfishness Four Noble Truths	Who is Jesus (I am .....statements)  (6 lessons)  incarnation Gospel Jesus metaphor resurrection eternal life hope truth
<b>Y4</b>	How did belief in God affect the actions of people from the Old Testament? (6 lessons) blessing vocation selflessness sacrifice	Is the Christmas message of peace still relevant to today's world?  (6 lessons) prophecy Advent Gold, frankincense and myrrh: Biblical meaning of peace Prince of Peace	Hinduism  How do Hindus worship?  (6 lessons)  Aum Brahman Prasad shrine	Easter: What is Holy Communion and how does it build a Christian Community? (4 lessons)  Holy Communion sacrament confession forgiveness	Hinduism  What does it mean to be a Hindu?  (6 lessons)  Bhagavad Gita chanting deity offerings pilgrimage	Liturgy: Why is liturgy important to many Christians? (6 lessons)  confession Eucharist intercession offertory silence
<b>Y5</b>	What do the miracles tell us about Jesus? (6 lessons)  incarnation miracle gospels faith resurrection	Christmas: How do art and music convey Christmas? (5 lessons)  incarnation theology nativity sacred secular religious Christmas carol	Sikhism: How did the first five Sikh Gurus shape Sikhism? (6 lessons)  Anand Karaj Gurdwara Guru Guru Granth Sahib Granthi Khanda Karah parshad Langar Lavan. Naam Karan Sewa Sikh	Easter: What happens in Churches during Lent, Holy Week and Easter Sunday? (6 lessons) ritual Lent Ash Wednesday Holy Week Palm Sunday procession vigil Good Friday Maundy Thursday Stripping of the Altar Eucharist Garden of Gethsemane Holy Saturday Paschal candle Hosanna	How did the final five human Sikh Gurus shape Sikhism? (6 lessons)	Islam  How do Muslims live and embrace their faith in a diverse world?  (6 lessons)
<b>Y6</b>	What might the journey of life and death look like from a Christian perspective? (6 lessons)	Christmas: How would Christians advertise Christmas to show what Christmas really means today? (5 lessons)	Buddhism  What does it mean to be a Buddhist?  (6 lessons)	Easter: How does the Christian festival of Easter offer hope? (6 lessons)  salvation	Christianity How has the Christian message survived over 2000 years? (6 lessons)	Thematic Unit: Who Decides? <b>Who decides?</b> <a href="#">Version A</a> <a href="#">Version B</a> (6 lessons)

	Rite of Passage sacrament baptism confirmation marriage eternal life	incarnation theology Gospel – good news secular religious	Buddha The Noble Eightfold path meditation Samsara Nirvana Sangha	forgiveness redemption resurrection Stations of the Cross eternal hope	apostle creed evangelism Great Commission missionary parish Pentecost persecution underground church	
--	---	---	---	--	---	--

nb. Each half term topic has a recommended number of sessions.

Each class should display a Bible timeline.

## Worship

Through collective worship we seek to:

- provide pupils and adults with an opportunity to be enriched by religious experiences
- develop a common ethos and shared values
- reflect upon spiritual and moral issues
- experience a sense of belonging to the body of Christ

Whole school worship takes place every week led by the Rector. All pupils and staff are expected to be in attendance. Key Stage 1 and 2 assemblies are led by a member of the SLT. The focus of these assemblies link to our PSHCE and RE curricula. Examples of themes are as follows: New beginnings, Growth Mindset, Equality and Diversity, Mental Health Awareness, Anti-bullying, Safeguarding (NSPCC Speak Out Stay Safe), harvest, Christmas, Easter, Advent, Lent, Remembrance Day, caring for our Environment and Sustainable Travel. Other previous themes have included – Creation, Centenary of WWI, Stewardship & caring for the Environment, Resurrection, Women in the Bible, Social Justice, the Homeless, Epiphany, the Parables and the Fruit of the Spirit; forgiveness and reconciliation, etc.

A whole school singing practice takes place in order that pupils learn to worship songs for school assemblies and church worship.

A whole school celebration assembly takes place led by a member of the SLT sharing pupil successes throughout the week.

Every class is expected to lead one whole class assembly each year. This is presented to the whole school and parents and family members are invited to attend.

Each class teacher is responsible for delivering a class assembly each week on a day when their class has no other form of worship. The theme for the teacher led assembly links to British Values and PSHCE themes.

## Prayer

- Class teachers should establish a routine of lunchtime prayer and afternoon prayer
- Class teachers have responsibility for ensuring that their pupils know ‘school wide/key’ prayers
- Teachers should provide opportunities for pupils to develop their understanding of prayer, its nature, purpose and use, both private and public
- Class prayers must be completed a minimum of one (set) a term
- Each class must have a Class Prayer Book
- Teachers should encourage and offer time for pupils to think and reflect, and when possible link this with what it means to be mindful and peaceful within the context of a Christian worldview
- Pupils to be given the opportunity to learn familiar prayers and to be able to recite them off by heart