



Faith and Belief Policy

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Contents

Statement of Intent.....	3
Legal Framework.....	4
Roles and Responsibilities.....	5
The Faith and Beliefs Domain Lead is responsible for:	5
Teaching staff will be responsible for:.....	5
Teaching	5
Curriculum.....	6
RE.....	6
EYFS	6
Key Stage One	6
Key Stage Two	7
Assessment	8
Differentiation.....	8
Monitoring and Evaluation.....	8

Statement of Intent

The Faith and Belief Domain encompasses the following subject:

- Religious Education

At The Oak Partnership Trust, the vision for Faith and Belief is to immerse children into holistic, meaningful thought about life and the lives of others incorporating faith and the exploration of spirituality. Meanwhile, embedding the school values throughout the curriculum, creating innovative and creative cross-curricular learning with the values at the heart of everything we do.

Studying Faith and Belief is learning about and from religion, developing cultural awareness by providing children with opportunities to discover and learn about the multicultural world we live in through reflection, analysis, discussion, debate and exploration. It must integrate creating a sense of wonder, awe, mystery and joy through reflection time and insights of deep questions about life, change and death. It should enable children to understand religion, rite of passage, the world we live in and their role within it through the study of Christianity as well as other religions (Judaism, Hinduism and Islam), giving children a chance to reflect on different faiths. Integrating the study of faith and belief helps children to live harmoniously with others by stimulating social and emotional development, where children have understanding and respect for others; becoming polite, courteous and considerate citizens.

By the end of KS1, we aim for children to have an understanding of world faith and beliefs, with them beginning to form their own opinions, beliefs and feelings towards the world we live in. By the end of KS2, children will have a deep level of understanding of Christianity and will be able to compare and contrast other faith and beliefs. From this they will have formed their own beliefs and understand their role within the ever-changing world we live in. The progressions of skills and knowledge in Faith and Belief are based on the theory of building composite knowledge from smaller components.

- Faith and Belief Domain Team

Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

- The Awareness, Mystery and Value (AMV) syllabus (2016)
- Understanding Christianity (Diocese of Bath and Wells)

Roles and Responsibilities

The Faith and Beliefs Domain Lead is responsible for:

- Developing, resourcing and reviewing the school's domain policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and professional development opportunities.
- Facilitating the possible assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding subject knowledge.
- Providing guidance, including INSET training to all staff, as part of their on-going professional development.
- Celebrating and promoting the work of pupils throughout the school.

Teaching staff will be responsible for:

- Contributing to the development of the policy and teaching programmes, with the domain lead.
- Developing schemes of work and lesson plans in line with the domain policy and the objectives of the curriculum, where applicable.
- Facilitating the teaching of their curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the domain lead apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the domain lead.
- Keeping apprised on current affairs and best practice on their faith and beliefs curriculum, and applying this to their schemes of work.

Teaching

- The domain lead will be responsible for overseeing the planning, resourcing and monitoring of the school's programme of study.

- The subject matter covered reflects the requirements of AMV Somerset using Understanding Christianity to guide our Christianity teaching. AMV Somerset will support the teaching of all other religions.
- Special focus will be paid to the teaching of the skills inherent in the TOP Curriculum policy.
- The curriculum will be delivered by all staff in a range of teaching and learning situations with respect to the needs of individual pupils.

Curriculum

Key Stage 1	Christianity plus TWO other faiths:	Humanism and Judaism.
Key Stage 2	Christianity plus Four other faiths:	Hinduism, Humanism, Islam and Judaism.

RE

At Ruishton Church of England Primary School, we follow 'The Oak Partnership TOPs Curriculum 2024' which influences our RE teaching. Please see examples below:

EYFS

Key Stage One

Strands	Key Stage One	
	Year One	Year Two
Skills	<ul style="list-style-type: none"> a. use some words and phrases to recognise, and name features of religious life and practice valued by believers b. recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers c. talk about their experience of the world around them and in particular what is of value and concern to themselves and others 	<ul style="list-style-type: none"> a. use religious words and phrases to identify some features of religion and its importance for some people b. show an awareness of similarities in religions, including key questions raised by believers c. retell religious stories and suggest meanings for religious actions and symbols d. identify how religion is expressed in different ways e. recognise that some questions cause people to wonder and are difficult to answer f. share ideas about right and wrong

Strands		Key Stage One
Christianity	Believing	<ul style="list-style-type: none"> a. know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament b. know that the Bible is a library of books c. know that Christians use the bible to find out about what God is like and how he wants people to live d. recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible e. talk about the importance of belief in God for Christians: articulate the significance of Jesus as the image of the invisible God and the sign of God's love f. know the word 'parable' g. say how Christian worship reflects belief in God h. recall the story about the birth of Jesus i. understand that Advent is the time before Christmas when Christians get ready for Jesus coming j. recall the stories of the Good Samaritan, the lost sheep and the rich fool k. know that the Bible points out that Jesus' birth showed that he was extraordinary and that he came to bring good news l. recount and attempt to sequence some stories from the Bible associated with the last eight days of Jesus' life m. know the creation story n. know the 10 commandments are a way of life for Christians o. Know that Christians believe Jesus brings good news for all people- for Christians, this good news includes being loved by God, and being forgiven for bad things p. know that Christians believe Jesus rose from the dead, giving people hope of a new life q. know that Christians believe God is loving, kind, fair, and Lord and King; and there are some stories that show this r. know that Christians believe Jesus is a friend to the poor and friendless s. know that Christians believe Jesus builds a bridge between God and humans
	Belonging	<ul style="list-style-type: none"> a. understand a baptism/Christening and begin to compare against own experiences b. explore the significance of the Cross and understand its importance for Christianity c. become familiar with the key features of a Church (alter, stain glass windows, font) d. be familiar with what pupils do – Sunday school, choir, rainbows etc. e. meet people who lead church services f. know that God has a unique relationship with human beings as their Creator g. speak about the importance of the church for Christians
	Behaving	<ul style="list-style-type: none"> a. know that Christians worship God and try to live in ways that please him b. know the Earth and everything in it are important to God, Christians should care for the world to listen to hymns c. know that Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like

Sample taken from 2024 TOP curriculum

Key Stage Two

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Skills	<ul style="list-style-type: none"> a. use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences b. make links between beliefs, practices and sources, including religious stories and sacred texts c. begin to identify the impact religion has on believers' lives. They describe some forms of religious expression d. ask important questions about values, commitments and beliefs e. make links between their own and other's responses, attitudes and behaviour 	<ul style="list-style-type: none"> a. use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences b. make links between them and describe some similarities and differences both within and between religions c. describe the impact of religion on peoples' lives. They explore and explain meanings for a range of forms of religious expression d. raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices 	<ul style="list-style-type: none"> a. use a wide religious vocabulary to explain the impact of beliefs on individuals and communities b. show a developing insight into why people belong to religions c. demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this d. explain how religious sources are used to provide answers to ethical issues e. ask and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and other's lives and making clear connections between personal viewpoints and action. 	<ul style="list-style-type: none"> a. use religious and philosophical vocabulary to give informed accounts of religions and beliefs b. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues c. interpret the significance of different forms of religious, spiritual and moral expression d. use reasoning and examples to explore the relationship between beliefs, teachings and world issues e. express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.

Strands		Key Stage Two	
		Year Three and Four	Year Five and Six
Humanism	Believing	c. know that commonly Muslims say "may the peace and blessings of Allah be upon him." after using the Prophets name Muhammad i. know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world j. know that Humanists primarily make decisions about right and wrong not based on a deity, instead based on what is perceived to bring justice, happiness and peace to individuals, communities and societies k. speak about the elements Humanists believe make a good society: fairness, equality, freedom, law and justice l. understand how humanist believe in helping people live well and make the world a better place	a. understand why Humanism is a life stance but not a religion b. know that 'secular' means 'concerned with the material world' and 'not concerned with religion' c. know how secular Humanists regard life and death- know that the focus of their attention is on what can be achieved during this life in this world and not focusing on death as the end of life d. explore the key ethical principles that govern life for Humanists: responsibility, truth, honesty, integrity, cooperation, thoughtfulness and compassion
	Belonging	a. be familiar with the concepts 'material world' b. be familiar with what the 'happy human' symbol means to Humanists	a. be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott b. compare and contrast these figures to those of religious significance
	Behaving	c. know that Humanist behave using their own independent thoughts d. know that Humanists use their own opinions and free enquiry e. know that Humanists think for yourself and act for everyone	a. know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them b. be able to say how these differ from a religious ceremony and explain why

Sample taken from 2024 TOP Curriculum

Assessment

- On-going formative assessment (AFL) forms the basis of RE assessment in line with the school's Feedback policy. Teachers will use in-the-moment feedback to understand children's learning and use this to inform the next lesson.
- Children will record their level of understanding using the 'Three Statement Approach' (Shirley Clarke). They will record their understanding of the subject matter at the beginning of the unit in pencil and will repeat with a different colour at the end of the unit.
- Teachers will keep records of assessment in their FAB Books/ Class folders.

Differentiation

We recognise the fact that in all classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Monitoring and Evaluation

- The domain lead will meet with the domain team at least once per half-term, to review and evaluate the policy and work produced by pupils.
- This policy will be reviewed biannually to ensure that it complies with the latest legislation, guidance and best practice.