



## RE Policy

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Policy Area:	CURRICULUM

### 1. VALUES AND AIMS

At All Saints CE Primary School and Nursery, we believe that Religious Education (RE) both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

We realise that certain social divisions and prejudices act as obstacles to achieving that goal. We are committed to challenging any discrimination and being fair to all irrespective of their nationality, race, class, age, gender, academic status or disability. This commitment is evident in the school SEN policy and our resources and teaching strategies for Religious Education are founded on the school equality scheme. For example, texts show positive images of characters from a range of different backgrounds.

Specifically, RE at our school aims to enable pupils of whatever ability and level of development to:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- develop a strong foundation of the Christian faith through knowledge and understanding that includes Christian beliefs and values, the Bible, Old Testament characters, the life and teachings of Jesus, prayer and worship, saints, the local church, the Christian community, living out the faith, rites of passage and Christian festivals;
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- develop their knowledge and understanding of the other principal religions represented in the United Kingdom (Buddhism, Hinduism, Islam, Judaism and Sikhism), applying an understanding of religion to develop respect, empathy and sensitivity towards all people;
- develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;
- develop skills of critical analysis and evaluation and the promotion of understanding from different faith backgrounds and none.

In addition, RE at All Saints aims to enhance pupils' own spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
- responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
- reflecting on their own beliefs, values and experiences in the light of their study;
- expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
- recognising the right of people to hold different beliefs within an ethnically and socially diverse society.

RE teaching will also be used to promote British values. In particular, teaching in RE encourages pupils to regard people of all faiths, races and cultures with respect and tolerance and to acquire an appreciation of their own and other cultures.

## 2. OBJECTIVES

To enable all pupils through class themes and other work:

- to become increasingly aware of religious ideas and experiences by means of those stories and acts of worship which emphasise the Christian tradition
- to have an enquiring, reflective and respectful attitude to the Natural World which develops an understanding of the relationship between God and His creation
- to gain an understanding of other world religions, their beliefs and way of life
- to develop sensitivity towards others and to form relationships based on love, sympathy, forgiveness, respect and consideration
- to acquire a coherent knowledge of the life and the teachings of Jesus
- to understand the basic structure of The Bible and become familiar with key personalities in The Bible stories
- to explore the nature of Christian worship and the use of signs and symbols in expressing feelings and belief

RE has an important role to play in developing attitudes which are implied in the whole organisation, curriculum and ethos of the school. Many attitudes we wish the children to develop are seen in the life and teaching of Jesus and these need to be related to the children's own experience.

Children will be 'learning about religion' and 'learning from religion' through

- reflection
- investigation
- questioning
- empathy
- expressing feelings

## 3. RE IN THE CURRICULUM

Some teaching of RE will develop naturally out of topics already being studied by the class. However, most of the RE curriculum will be taught separately. We use the 'Understanding Christianity' resource as the basis for our scheme of work, and supplement this with the Emmanuel Project to provide curricular units for worldviews and world religions. This is extended by teachers' own ideas covered within the course of normal planning.

We have developed a comprehensive overview, including identifying the specific knowledge and skills that need to be taught. This is published on our website and updated to reflect changes within the resources we use, or to reflect the context of our school from time to time.

Within the programmes of study, pupils' knowledge and understanding is developed through opportunities for reflection on the following areas:

- Beliefs and teachings - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- Religious practices and lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- Ways of expressing meaning - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- Human identity, personality and experience - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- Questions of meaning and purpose - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- Values and commitments - e.g. values, ethics, principles, rules, morality.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.

RE teaching specifically draws on the following:

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith;
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters;
- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge;
- parents; by valuing the family backgrounds of the children and making them part of the school community

### **Continuity and Progression**

Our revised scheme of work aims to ensure continuity and progression through a thematic approach. The main strands will spiral through the school's RE scheme and will seek to develop knowledge and understanding alongside appropriate skills and attitudes.

### **Differentiation**

Teachers will assess the abilities of children in their classes and provide support and challenge for children when appropriate, and in line with any other support plans in place.

### **Teaching Methods**

RE in this school is taught by non-specialist teachers. The co-ordinator can offer ideas and guidance when required, and access to CPD is provided to upskill and support teachers. Teaching methods will be as varied as possible to stimulate interest and will include class and group work, visits and visitors, poetry, story, drama, artefacts and the use of video and ICT when appropriate. Discussion is a very important aspect of R.E. and is encouraged in order to draw out the moral and spiritual aspects. It also provides an opportunity for pupils to express their own beliefs and values.

## **4. ASSESSMENT, RECORDING AND REPORTING**

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

Through learning activities such as discussion with pupils, group activities, feedback from their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the statements of attainment we have agreed linked directly to the scheme of learning we have devised. Summative assessment of pupils' attainment is completed at the end of each unit.

School reports are sent home in the summer term of each year including sharing outcomes for RE and appropriate comments with reference to the records made or pieces of work completed.

## **5. TIME ALLOCATION**

Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to RE (between 5% and 10%). RE will be delivered flexibly according to the statutory requirements of the EYFS at Foundation Stage.

Time allocation does include visits and RE curriculum days but not school productions related to festivals or collective worship time (See Collective Worship policy).

RE is usually taught in a weekly lesson, with occasional whole school days planned around specific themes.

## **6. LEADERSHIP AND MANAGEMENT**

RE is monitored by the RE Subject Leader and Governors. The quality of teaching in RE is monitored through formal lesson observations and work scrutiny. Findings from the annual monitoring are used to draw up RE Subject Development Plan, regularly reviewed by Governors, in order to improve teaching and learning in RE and the performance of pupils across the school.

CPD training in RE is provided either by the Diocese RE Advisor or the RE Subject Leader at least annually. Training for individual teachers is also provided when necessary based on their personal CPD needs.

This RE policy is reviewed by the Governors at least triennially, but can be reviewed sooner if required.