



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

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School 212

RELIGIOUS EDUCATION POLICY

VALUES AND AIMS

At All Saints CE Primary School and Nursery we believe that 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.

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 some 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.

OBJECTIVES

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religion

identify, name, describe and give an account, in order to build a coherent picture of each religion;
 explain the meanings of religious language, stories and symbolism;
 explain similarities and differences between, and within, religions.

AT2 Learning from Religion

respond to religious and moral issues in an informed and considered manner;
 reflect on what might be learnt from religion in the light of personal beliefs and life experience;
 identify and respond to the question of meaning within religion.

TEACHING AND LEARNING

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key 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

Active enquiry and reflective practice

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

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 activities for example, discussion with pupils, group activities, marking and guiding 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 in line with Hertfordshire Agreed Syllabus of Religious Education. Summative assessment of pupils' attainment in completed termly.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

TIME ALLOCATION

Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to RE (between 5% and 10%). In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2012-2017, RE will be delivered flexibly according to the statutory requirements of the EYFS at Foundation Stage. At Key Stage 1 pupils spend at least 60 hours over 2 years (approximately 10 hours per term) and at least 156 hours over 4 years (approximately 13 hours per term) at Key Stage 2.

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

PLANNING

The school follows the Hertfordshire Primary Scheme of Work for RE which builds-in coverage of and progression in both the content and concepts outlined in the Agreed Syllabus. This is supplemented with the Diocesan Units of work.

Schemes of work are drawn up for each half-term. These are then included in more detailed plans. RE is usually taught in a weekly lesson, but can also be a whole day focus, or in blocks as the class topic.

CROSS CURRICULAR ISSUES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

LEADERSHIP AND MANAGEMENT

RE is monitored by the RE Subject Leader and SIAMS/RE Governors. The quality of teaching in RE is monitored through formal lesson observations at least annually. The RE Subject Leader carries out RE work scrutiny at least twice a year and teaching staff participate in RE moderation meetings annually. Findings from the annual monitoring are used to draw up RE Subject Development Plan, regularly reviewed by SIAMS/RE 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.

RE policy is reviewed by the Governors' Teaching and Learning Committee triennially.