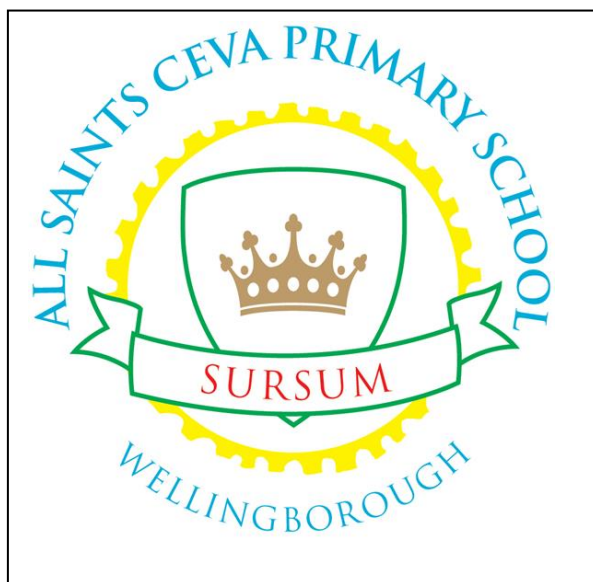


ALL SAINTS CEVA  
PRIMARY SCHOOL  
AND NURSERY UNIT

POLICY  
For  
Religious Education

With Jesus as our guide, we will inspire a passion for learning,  
high aspirations and respect for all.



**ALL SAINTS CEVA PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY 2024**

<b>POLICY TITLE:</b>	<b>Religious Education Policy</b>
<b>POLICY REFERENCE NUMBER:</b>	

<b>POLICY OWNERSHIP:</b>	
<b>School</b>	<b>Head Teacher</b>
<b>Governors</b>	<b>Chair RE lead Governor Pat Thomas</b>

<b>POLICY IMPLEMENTATION DATE:</b>	<b>January 2024</b>
<b>POLICY REVIEW DATE:</b>	<b>January 2025</b>

**POLICY REVIEW DOCUMENT HISTORY**

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Amendment</b>	<b>Approval / Adoption</b>
1	31 <sup>st</sup> January 24	Emma Johnson		

**IMPLEMENTATION / UPDATING**

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is: -

- circulated to all relevant stakeholders
- uploaded onto the school website.

**RESOURCE IMPLICATIONS**

Training time to staff and cost of update training.

**National and Legal Framework**

Religious Education (RE) at All Saints CEVA Primary School and Nursery will be provided in line with the legal requirements.

These are that:

- the basic curriculum will include provision for Religious Education for all pupils on the school roll.
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- the RE which is provided shall be in accordance with the locally Agreed Syllabus for Northamptonshire (SACRE 2018-2023).

## Introduction

"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 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." (Taken from the Statement of Entitlement - Church of England Education Office 2019).

At All Saint's, we welcome the diversity of our families, and we intend to be sensitive to the home background of each child. Our pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge, and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the 'Understanding Christianity' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Diocese of Peterborough RE syllabus, we learn about other religions and worldviews, fostering understanding and respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social, and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices, and value systems of the range of faiths and worldviews studied.

## Whole School Vision

"Whatever you do. Work at it with all your heart as working for the Lord "Colossians 3:22

This is our vision "With Jesus as our guide we will inspire a passion for learning, high aspirations and respect for all."

Through our Christian faith and using Jesu as a guide we develop children who are "Confident individuals, successful learner and respectful citizens "

RE has an important contribution to make towards this by providing a caring environment where children feel secure and able to express their views and beliefs. They are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others.

Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith groups to help develop this aim. Engaging, exciting and inspirational approaches to teaching RE are encouraged.

## Aims and Purposes

The principal aim for RE is "to enable pupils to hold balanced and informed conversations about religion and belief."

(Taken from the Diocese of Peterborough RE Syllabus and based on continuing Diocesan Adviser work on the Purpose of RE - [www.reonline.org.uk/news/revision-rethinking-re-a-conversation-about-religious-and-theological-literacy/](http://www.reonline.org.uk/news/revision-rethinking-re-a-conversation-about-religious-and-theological-literacy/))

This principal aim incorporates the following aims of RE in Church Schools as taken from the "Statement of Entitlement 2019". For pupils to:

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

Appropriate to their age at the end of their education in Church Schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- engage in meaningful and informed dialogue with those of other faiths and none.
- reflect critically and responsibly on their own spiritual, philosophical, and ethical convictions.

## Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

(DfE Circular 1/94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As Religious

Education must be taught to 'all registered pupils at the school,' it includes pupils in reception classes, but not those in nursery classes or playgroups.

### **Right of Withdrawal**

In keeping with the law, parents may withdraw their children from Religious Education provided they give written notification to the school. The school will ensure that suitable supervision is provided. Please refer to the Subject Leader or Head teacher any questions from parents about withdrawals. There are no pupils withdrawn from RE at present.

We note that teachers can exercise their right to withdraw from teaching RE if they wish to do so but must give notice of their intention in writing to the Governing Body.

RE does not seek to urge religious beliefs on children or staff, or to compromise the integrity of their own beliefs by promoting one religion over another.

We hope that all parents and teachers will feel comfortable with the open Religious Education being taught at our school and we encourage the participation of all.

There are no pupils withdrawn from RE at present.

### **Curriculum Balance and Time**

Parents and pupils are entitled to expect that, at All Saints as in other Church schools, Christianity should be the majority religion studied in each year group and should be at least 60% of curriculum time. In order to deliver the aims and expected standards of the syllabus, the Diocese of Peterborough Board of Education strongly recommend a minimum allocation of curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office.

The time allocated at All Saints CEVA Primary School and Nursery will be 36 hours per year at Key Stage One and 45 hours per year at Key Stage Two. RE will form part of the planning in the EYFS; the time allocation expected is equivalent to 30 hours of direct teacher input over YR. RE curriculum time does not include assembly or Collective Worship, even where the assembly provides a starting point for curricular work.

### **Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus. RE will be based around termly themes or cross curricular units in Key Stage One, where Christianity and Judaism will be the major religions studied. At Key Stage Two pupils will learn about Christianity throughout the key stage and will also have major learning opportunities with regard to Humanism, Islam, and the Hindu and Sikh traditions in Years 3 to 6.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can use the "Beginner's Guide to religions" in the Agreed Syllabus Support Materials. Further materials are available from the RE Subject Leader.

### **Teaching and Learning Styles**

OFSTED reports suggest that the range of teaching and learning strategies in use in RE is often too narrow, in the over-use of stories and a limited range of drawing and written tasks.

Our policy is to aim to ensure that a variety of teaching and learning styles are adopted by teachers in Religious Education to allow access by all pupils. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry, and research. Examples of active learning strategies and activities which we use are:

- Dramatic conventions.
- Group work.
- Individual reflection.
- Use of music and art.
- Artefact handling.
- Multi - sensory approaches.
- Visits and visitors.
- Use of ICT.
- Use of photos, posters, DVDs.

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Assessment outcomes are gathered annually for pupils and regular monitoring and evaluation enables high quality provision for all pupils. CPD for staff is prioritised and opportunities to share best practice encouraged.

### **Matching Work to Pupils' Needs**

Whole school policy with regard to special educational needs, the gifted and talented and Differentiation (Inclusion) applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'.

### Special Educational Needs

RE contributes towards the policy by ensuring that pupils with learning difficulties are able to:

- Develop their self-confidence and awareness.
- Understand the world they live in as individuals and as members of groups.
- Bring their own experiences and understanding of life into the classroom.
- Develop positive attitudes towards others, respecting their beliefs and experience.
- Reflect on and consider their own values and those of others.
- Deal with issues that form the basis for personal choices and behaviour.
- Access to RE for pupils with learning difficulties can be improved by:
  - Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden.
  - Giving pupils first hand experiences, for example, visitors to schools, visits to religious buildings, involvement in festivals.
  - Organizing a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments.
  - Helping pupils to understand and appreciate their world and its diversity.
  - Using a range of resources, for example, interactive/sensory stimuli, information and communication technology (ICT), to increase pupils' knowledge of religions and the elements in them.
  - Using specialist aids and equipment.
  - Providing support from adults or other pupils, when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.
  - Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing.
  - Being aware of the pace at which pupils work and of the physical and mental effort required.
  - Balancing consistency and challenge, according to individual needs.

It is important that the full range and scope of Religious Education activities and learning experiences give pupils access to high levels of attainment. For example, pupils who are gifted and talented in Religious Education should be appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena.
- Setting extension tasks to encourage greater depth of understanding.
- Using authentic materials from a faith.
- Focusing on interpretation of symbol, metaphor, text and story and the ways in which these stimulate reflection on meaning and discernment.



- Challenging and developing use of spoken and written religious language with both sacred texts and general literature.
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials.
- Using questions and tasks from later key stages to stimulate responses through argument, analysis, and prediction.
- Encouraging pupils to make connections between their work in RE and other subjects.

### **Resources**

An increasing range of resources are in place for each topic area within Religious Education. These are all stored in the space called "The Den" in a cupboard with a shelf dedicated to each Religion. Pipe Room, RE Cupboard. Along the reading corridor we also create a display of a key question to initiate conversation and provide access to a variety of books. In addition, there is a range of books available in the library that will support and complement topics within RE. Resources are also available on the All Saints School Google Drive in the Subject Specific Resources folder.

Each class has a Bible which is age specific one being for EYFS, one for KS1, one for lower KS2 and one for Upper KS2. Every child in Key Stage 2 has their own copy of the Bible stored at school which they take with them when they leave the school.

Resources are also available on the All Saints School Google Drive in the Subject Specific Resources folder.

In addition, all staff have electronic access to the Agreed Syllabus resources and to the Understanding Christianity resources. As NATRE members, we have access to a plethora of online resources to inform, inspire and resource us RE lessons. In addition, the school signs up to the Diocese for the gold SLA where further support and training is provided.

### **Visits to Places of Worship**

We are able to visit All Saints Church in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. There are many other local places of worship that welcome visitors from the school when arranged.

We shall aim to use this valuable resource for all classes. Children will have the opportunity to make visits to places of importance to all the major religions studied during their time at All Saints CEVA Primary School and Nursery.

The RE Subject Leader will support you to organise these educational visits.

### **Equal Opportunities**

In keeping with the school's aims for equal opportunities, the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities, regardless of their religious beliefs, gender, race, ability, social background, or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials and experiences, in order to reflect the cultural diversities of our society.

RE is a subject that can be taught through a wide range of other subject skills.

### **Links with other Policies / subjects**

#### **PSHE, Citizenship, Community and Living well together.**

Religious Education looks at moral codes and values that underpin people's behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs which help to prepare children to become valuable citizens in a culturally diverse society.

We try to ensure that visitors from different Faith Communities and cultural backgrounds and visits to places of worship both within the immediate community and the wider community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through Religious Education.

#### **Spiritual, Moral, Social and Cultural Development**

Religious Education plays a key role in pupils' spiritual and moral development and makes a distinctive contribution to their social and cultural development. It supports empathy and the ability to express thoughts, feelings, and personal beliefs. RE also issues, which arise in a range of subjects, such as English, art, drama and history, geography, computing, music, as well as personal, social, and emotional education and citizenship. Opportunities for spirituality are carefully woven through our curriculum.

This is outlined in detail in Section E1 of the Diocese of Peterborough RE Syllabus.

#### **RE and Collective Worship**

Religious Education is different in nature to Worship. The aims and objectives of RE are different and distinct from those of Collective Worship. RE is about developing skills, knowledge and understanding in order to make decisions about the important questions. Worship is about being given the opportunity to participate in an experience which can lead to a heightened sense of spiritual awareness.

Religious Education cannot be taught wholly through assemblies/collective worship. The assembly context does not give the opportunity for the exercise of many skills; for example, research, which is a part of Religious Education for which a classroom context is essential.

Assembly, Worship and Religious Education are distinctive activities which help the school deliver a broad and balanced curriculum.

Collective Worship may not be counted as RE curriculum time.

### **Subject Leadership**

RE is a core subject in all Church of England schools. RE has equal status with other core subjects in staffing, responsibility, and resourcing.

The Subject Leader for RE has the following role:

#### *Policy, knowledge, and development*

- Devises a whole school plan and schemes of work which cater for progression and mixed age classes.
- Decides which religions are to be included at which key stage.
- Ensures that curriculum time is sufficient.
- Devises appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole academy policy.
- Ensures that SEN, EAL and gifted and talented academy policies are promoted in RE.
- Promotes RE with staff, pupils, parents/carers and governors.
- Promotes displays of pupils' work in RE.
- Audits available resources, buys new ones and deploys appropriately.
- Keeps up to date with local and national developments.

#### *Monitoring*

- Reviews, monitors and evaluates the provision and the practice of RE.
- Identifies trends, makes comparisons, and knows about different groups within the school.
- Monitors planning, checking for clarity of outcomes and aspects of differentiation.
- Provides observation feedback and reports on findings.
- Samples pupil's work.
- Evaluates outcomes for pupils in RE for progress and attainment, ensuring progress is identified.
- Creates a portfolio of assessed work to ensure consistency.

#### *Supporting and Advising*

- Prepares a subject action plan, including short and long-term targets and a policy which builds on existing practice and strives for continuous improvement.
- Leads curriculum development and ensures staff development through courses, in-house meetings and training.
- Keeps up to date with new developments and resources, including accessing the Diocese of Peterborough termly RE Newsletter.
- Supports non-specialist teachers and staff.
- Works alongside colleagues to demonstrate good practice.
- Reports on RE to parents/carers and governors, as required.
- Ensures parents/carers and children are involved in the process.

### **Assessment, Recording and Reporting**

Formative assessment will deepen thinking, explore, and challenge understanding, enabling informed and respectful debate.

In line with the requirements of the Diocese of Peterborough RE Syllabus, by the end of each key stage, pupils are expected to know, understand, and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all areas of the curriculum. The expectation is that pupils' achievements will be assessed by teachers using the criteria arising from the Programmes of Study. Pupils will be assessed as working towards, in line or greater depth in RE. Data is recorded on Insight and staff feedback progress and part of pupil progress.

An annual report for RE informs parents/carers of their child's progress and attainment, as required by law. We will make specific, individual, accurate comments on each pupil's progress in RE in this report, based on regular monitoring of work and with regard to the end of phase outcomes.

### **Monitoring, Evaluation and Review**

We intend that this policy will be reviewed annually.

To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support or training, long-term planning tracks the RE scheme of work. The Subject Leader's role includes monitoring and evaluation of this policy in practice. We will maintain an improvement attitude to RE to all to flourish.

### **Self-Evaluation, RE and Inspection**

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self - evaluation and review.

SIAMS is carried out every 5 years.