



All Saints C.E. (A) Primary School

Policy for Religious Education

At All Saints CE (A) school Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is central to the school's understanding of education and mission, and the commitment that 'the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ' (Going for Growth Report). As a school we recognise that spiritual development lies at the heart of the curriculum. All members of the school community should experience Christianity through the life of the school, as well as through the taught curriculum.

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the National Society and adopted by the Lichfield Diocesan Board of Education (2012). Christianity will, therefore, be the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place.

Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. The school bases its RE provision on the Diocesan Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Resource Handbook, materials from the National Society, and other appropriate units to enhance teaching and offer the extra dimension of its Church foundation. The school recognises the right of withdrawal of teachers, and of pupils at the request of their parents. Access to RE is made clear in the school's inclusion policy.

At least 5% of RE curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content

will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

AIMS & OBJECTIVES

The aims of Religious Education in our school are:

- To offer a full and positive presentation of living Christianity in an opportunity for encountering the Christian life in Anglican and other contexts, and to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
 - To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural development.

Spiritual - widening pupils vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral - helping each pupil develop their own informed values.

Social - helping pupils understand some major forces shaping the values in our society.

Cultural - aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

MANAGEMENT

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE Subject Leader is responsible for:

- Producing a scheme of work for the school
- Supporting colleagues in the detailed planning and delivery of RE provision
- Ensuring Religious Education has status within the school
- Keeping in touch with subject developments and disseminating information as appropriate
- Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- Undertaking personal development and subject training and ensuring provision for staff INSET
- Monitoring RE provision, practice and outcomes
- Ensuring assessment strategies are in place in line with the Agreed Syllabus
- Creating the RE Development Plan and ensuring its regular review
- Accountability for RE standards in the school
- Meet with member of the Diocesan RE advisory team when possible

CURRENT PRACTICE/PRINCIPLES

RE is delivered by all teachers. Visits and visitors enhance the curriculum. Differentiation is accounted for by questioning techniques, by using time to reflect and consolidate learning. Independent learning is encouraged, to use research and investigative skills to seek out knowledge. Children are encouraged to record in their RE books but also throughout the school there are other methods for recording eg Exodus reflection book. Assessment by using the Staffordshire level descriptors and monitoring of teaching and book trawls take place. Future priorities are to secure assessment through out the school and to develop a sensory garden as an outside area for reflection.

Outcomes

Pupils are able to:

- express their own personal views about religion
- Reflect critically on beliefs, practices, customs etc
- Develop the skills to analyse, interpret and apply the Bible text
- participate in worship
- evaluate self, inner thoughts and feelings
- Make a well informed response to Christianity
- empathy and respect for, and sensitivity to, the views and practices of others
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- respond to questions and challenges of life
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey
- Promote sensitivity for the freedom of the individual to practice or not practice a religious belief