



ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

"Learning to love; loving to learn"

"A new command I give you, Love one another.
As I have loved you, so you must love one another."

John 13:34

Ratified by the Curriculum and Standards Committee on 11th May 2022

Introduction:

At All Saints Church of England Primary School we aim to provide a broad and balanced curriculum for all children.

We aim to welcome all children into a caring Christian environment, in which they are able to develop to their full potential and in which attitudes of mutual respect and responsibility are promoted.

The aims of this school in striving for quality teaching and learning are reflected in this policy.

Principles and aims:

Quality teaching and learning experiences should be at the heart of all R.E. sessions.

- All children should be given the opportunity to develop confidence and responsibility and make the most of their abilities.
- Children should be prepared to take a full and active role as citizens of the school and wider community.
- The R.E. curriculum encourages children to form good relationships, and respect people of other faiths
- In R.E. children should acquire knowledge and understanding of religion, particularly in respect to Christianity, other world religions and ideologies.
- Children will be able to learn from religion and develop their own thinking and spirituality.
- Children should develop the ability to respond thoughtfully to faith issues, and evaluate what they learn from religious education.

□

Equal Opportunities

R.E. is a fundamental way of supporting the ethos of the school. All children have equal access to the curriculum regardless of their gender, race or ability. Staff should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.

Inclusion

All children are given every opportunity to achieve their best.

We achieve this by planning curriculum delivery that will meet the needs of all children, whatever their gender, special educational needs, ability, disability, social or cultural background, ethnicity or linguistic background.

We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping,
- Using a range of teaching strategies that are based on their needs,

- Ensuring access to every activity where it is safe and reasonable to do

□

Curriculum Organisation:

R.E. will be taught in line with the latest Agreed Syllabus for Peterborough.

Key concepts are taught directly from the Peterborough Agreed Syllabus, which incorporates the Understanding Christianity materials. Care has been taken to ensure the recommended weighting for each religious focus has been achieved.

Class teachers are responsible for the delivery of R.E. lessons, with advice and support from the subject leaders, and school chaplain.

Teachers, under the guidance of the subject leader, will adapt and personalise the Agreed Syllabus to create lesson plans based on key concepts and questions.

R.E. objectives, activities, learning outcomes, differentiation will be shown in individual lesson planning.

Where possible, RE may be linked to other subject areas. A variety of teaching styles such as storytelling, discussion, drama, pictures, music and artefacts etc. should be used in order to cover the agreed syllabus.

Children will be given first-hand experience where possible to explore places of worship and talk to people of various faith communities.

Work will develop from pupils' own experience of the local area and then be linked, extended and enriched to reflect the wider diversity of Religion in Peterborough and Britain today.

The role of the subject leader

The subject leader for R.E. is responsible for:

- Ensuring continuity and progression from year group to year group by, monitoring planning, including provision for SEN and Gifted and Talented Pupils.
- Advising and supporting colleagues regarding the use of resources and teaching materials
- Advising on how to support different learning styles.
- Ensuring that resources promote equality and value cultural diversity □
Reviewing and modifying the scheme of work in light of National changes.
- Advising on INSET training where appropriate (in line with SDP)
- Monitor assessment and progress of standards throughout school
- Write R.E. school development plan, planning R.E. budgets and training opportunities.
- Monitor the effectiveness of R.E. lessons
- Evaluate children's work in RE books

The role of the Class Teacher

- To be responsible for quality lesson planning, and provide rich and varied learning experiences in religious education.
- Ensures progression in the pupil's acquisition of skills with due regard to the Peterborough Agreed Syllabus and Understanding Christianity materials.
- To use a wide range of resources, equipment and ICT opportunities to enhance learning in R.E.
- To ensure that a variety of learning styles are catered for in R.E. lessons.
- Lessons should be clearly differentiated, to enable SEND children, and higher ability pupils to fully engage and develop through the learning process.
- Teacher should ensure that teaching assistants are clear about learning objectives, and that they understand how the children can achieve these objectives.
- Inform parents of pupil progress, achievements and attainment by parent consultation meetings and end of year reports.
- Identify INSET needs in R.E. and take advantage of training opportunities.

The role of the governing body

The governing body have identified a governor for R.E. who liaises with the subject leader on various aspects of subject development. Where possible the governor will be invited to attend relevant school CPD provision in R.E.

The R.E. governor will visit the school to talk to the subject leader and observe some lessons. Governors report back to the Governing body after visits.

The governors will be able to see if R.E. is successful in the school through:

- Meeting with the R.E. subject leader
- Observations to see children engaged in R.E. activities
- SIAMS inspections of the school by Peterborough diocese.

Assessment recording and reporting in R.E.

Assessment is regarded as an integral part of teaching and learning. A continuous process informs planning. The principles for assessment for learning will support the assessment process; clear learning outcomes, specific high level questioning to assess understanding, evaluative marking and observations of children at work.

Teachers record achievements for each child on a topic-by-topic basis, using outcomes from the Peterborough Agreed Syllabus and Understanding Christianity units of study.

Moderation exercises are structured into staff development, and books are regularly looked at by the subject leader, to determine the quality of experience, the fidelity of the scheme of work and the outcomes for the children.

Learning objectives (WALTs) will be clear in each lesson, enabling children to assess if they have met the learning criteria, with clear I can statements used as success criteria.

The subject leader will regularly share data outcomes and impact reports with the governing body.

Resources:

BOOKS, POSTERS AND PHYSICAL ARTEFACTS WILL BE HELD CENTRALLY ALONG WITH A LIST OF ALL

Resources available in school. Children's reference books, stories and a class selection of children's Bibles are available.

Small artefacts are stored in resource boxes and are readily available to staff. Other artefacts can be borrowed from the Diocesan Office, or from Local Education Authority partner schools.

A list of suitable web sites is specifically referred to in the documentation for each unit within the Peterborough Agreed Syllabus and Understanding Christianity frameworks.

The RE Coordinator is responsible for ensuring resources are available.

The School encourages parents to be involved by:

- Bi-annual parents consultation meetings
- Formal reports at the end of every academic year
- R.E. Discovery days
- Open evenings for parents
- Termly topic newsletters, which refer to the learning, focus for R.E.
- Attractive and informative R.E. displays throughout school. Celebrating children's work and presenting key concepts.

□

Links with other subjects

We recognise the spiritual dimension in all other curriculum areas. Whilst collective worship is seen, as being distinct from RE there are certain links, which can be, identified e.g. opportunities for reflection, spiritual development.

RE also provides opportunities for teaching Equal Opportunities, Personal Social and Health Education and education for Ethnic Diversity.

Community Links

All Saints C.E. Primary School is a church aided school and as such has special historical links with the local diocese; churches and the community. Inviting speakers from time to time and using the local church building as a resource strengthens these links.

We visit other places of worship, both Christian and of other faiths, as part of our R.E. curriculum provision. We welcome visitors from other faiths to assist us in the provision of the curriculum. Class teachers will clarify expectations of visitors along with the Subject lead, as part of our safeguarding responsibilities.

Withdrawal

Parents have the legal right to withdraw their children from RE and Acts of Worship. Parents wishing to exercise this right must make an appointment to discuss this with the head teacher prior to withdrawing their child.

Policy revision

This policy relates to all pupils, staff, parents and governors of All Saints C.E. Primary School and should be read in light of all the school policies.

Date of draft policy: March 2022

Ratified and adopted: 11th May 2022

Review Date: May 2025