

ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

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'I have come that they many have life and have it abundantly-John 10:10'

Religious Education Policy

Area:	Curriculum Pupil and Community Committee
Approved by:	Curriculum Pupil and Community Committee
Date:	Autumn term
Ratified by:	Governing Body
Review Date:	Autumn term 2028

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1. Vision Statement

Our vision comes from St John's Gospel, chapter 10, verse 10. Here Jesus says "I have come that they may have life and have it abundantly" (NRSV). God wants us to be fully all we were created to be. At All Saints we aim to provide a supportive, loving and outward facing environment, where all can live life to the full and reach their potential. This can be seen through our happy and fulfilled children, flourishing in all areas of the curriculum.

We believe we are well placed to do this in our one form entry family, rooted firmly within the Christian tradition. At school we live this out through a focus on three core Christian values: Creation, Community and Compassion.

We realise that God's fullness for us is shown in the gift of creation. This first value takes us back to God, the giver of abundant life. Now more than ever, our call to steward God's creation is of upmost importance: not least to our young people.

We focus on creating a community in which all are known, valued and given space to thrive and find abundance.

From that secure base within a safe environment, we encourage our children to look out to the world with compassion. With the skills they have learnt, they can take the abundance of their education out to life beyond our school grounds, with the confidence to speak out and excel.

All Saints School-Life in its fullest.

2. Our Aims

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The main aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

"Religious Education 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 well 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.

(Religious Education Statement of Entitlement February 2019)

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the Aims and Objectives of Religious Education in Church schools are:

- 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To 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.
- To explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

3. Curriculum balance and time

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Our KS1 classes teach RE for at least an hour each week and KS2 for 1.5 hours. Nursery and Reception classes start the year with short whole class sessions, with lots of opportunities are made available during 'choosing time' sessions to extend and deepen their learning. The length of the whole class



sessions is increased gradually, as the pupils develop their level of focus and attention and teacher-led independent and group activities become mandatory for everyone.

See Appendix for the school's RE Curriculum Map.

4. Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(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 One 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.

The school must grant without question any request from a parent to withdraw their child. To enable clear communication, requests are to be made to the headteacher in writing, by email. Parents are not required to give their reasons for wanting to withdraw their child. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE.

This is supported by ensuring that prospective families are fully informed as to what pupils learn and how pupils learn in RE. The school continues to be responsible for the supervision of any child withdrawn by their parent(s) from RE, unless the child is lawfully receiving religious education elsewhere. If this is the case, the governing body must be satisfied that this will not interfere with the child's attendance at school. If a pupil is withdrawn from RE, parents will have the opportunity to revisit and reconsider this decision. The school will keep a record of all those withdrawn and for how many sessions.

5. How we teach RE:

RE at All Saints CE Primary School is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision.

6. The intent of the LDBS syllabus

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
 - i. Ability to be critical thinkers
 - ii. Ability to engage critically with texts
 - iii. Ability to ask deep and meaningful questions



- iv. Ability to make connections within and across religions and worldviews
- v. Ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions
- vi. Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school
- Contributes significantly to the spiritual, moral, social and cultural development of children
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement
- The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

7. Implementation of the LDBS syllabus:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This ‘explore’ stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to ‘deepen’ learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing



- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage

By the end of Early Years Foundation Stage, we aim to ensure that all children have an understanding of some important Christian beliefs and teachings and will have been introduced to some other world faiths. Children will be able to use re-tell some religious stories and talk about what they might mean. They will use some religious vocabulary to ask and answer questions. Children will build a respect for all people, no matter what their beliefs/worldviews may be.

In Nursery, the focus is on the concepts of Belonging, Celebration and Special. Children will be able to identify these concepts in their own lives and will begin to notice similarities and differences within the class and the wider, global community. Reception builds this and introduces the Christian concepts of Creation, Incarnation and Salvation.

Religious Education in Key Stage One

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.



Religious Education in Key Stage Two

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to use confidently a wide range of religious and philosophical vocabulary. That they will have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life. We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children by the end of Key Stage Two, to be able to express and justify their own views with confidence. We aim for them to be critically thinkers and be able to engage critically with Biblical and other sacred texts. We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

8. Access to the curriculum

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish. All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

9. Impact of the LDBS syllabus

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices
- Children will have developed a deeper understanding of what it means to live life in all its



fullness

10. Environment and Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

11. Planning, assessment, recording, monitoring and evaluation

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

Assessment is an integral part of teaching and learning process. Ongoing formative assessment provides the best possible assessment outcome for a child. Summative assessment tasks can be used if the teacher feels they are appropriate. Teachers may choose to do these in the middle of a sequence of learning so that any misconceptions can be addressed or at the end of the unit to provide evidence of what the pupil has learnt during the unit. As the LDBS units of work are updated and/or replaced, each final lesson will have no new learning involved. They will allow children to share what they have understood in relation to both substantive and disciplinary knowledge.



For assessment to be most effective in RE, it requires a number of different assessment strategies to be used so that a holistic and accurate judgement of a child's ability in the subject can be made.

At All Saints CE Primary School, teachers track the disciplinary knowledge of all children in all units of work. This done in line with the School's Assessment Policy. Additionally, 4 focus children (working at/towards/beyond expected level and SEND) are tracked using both the disciplinary and substantive knowledge of each unit.

The RE coordinator and SLT identify the percentage of pupils working towards, at expectations and working at greater depth using the tracking system. This is done on an annual basis.

It is recommended that moderation meetings take place every term. End of year expectations should drive the moderation. A range of evidence should be considered when making a judgement about a child's attainment in RE. It is encouraged that pupils' English books are used as part of the moderation process to ensure that standards in RE are at least in line or above the English standards within the school and nationally.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

Every year, a survey will be sent out to all staff involved in RE lessons, to find out what support they would like or need. Where there are common issues arising, a staff meeting will be used to address them, while other issues will be resolved on an individual basis. Teachers and support staff are still encouraged to seek advice from the RE coordinator at any point during the year as required.

Every year, each class will observe during a RE lesson by the RE coordinator and/or a member of SMT, with written feedback given. Formal book looks with written feedback take place at least annually, with termly informal ones. The RE coordinator will hold pupil voice sessions at least once a year, giving pupils a chance to share what they have learned in RE, their likes and dislikes and any suggestions they have to improve the lessons.

The RE coordinator has a good understanding of pupil progress and is able to demonstrate their understanding of the assessment criteria used by the school, and how assessment judgements are made. The tracking system identifies the percentage of pupils working towards, at expectations and working at greater depth can be accessed at any time, but is specifically monitored termly.



At All Saints, we include RE in our termly pupil progress meetings. These meetings provide the opportunity to identify areas of strengths and areas for further development for both individual pupils and for cohort specific needs, thus allowing for gaps to be closed and for every opportunity to be provided to ensure pupils meet or exceed their end of year target.

Creating high quality exemplification documents of what each assessment criteria looks like within a year group would ensure standardisation of expectations across a school and cluster of schools.

12. Continued professional development:

The RE coordinator attends 3 LDBS RE Leaders Network Meetings each year. These are high-quality CPD sessions focused on the importance of RE, any changes locally, nationally or globally and sharing good practice and moderating samples of work. After each one, the coordinator meets with the headteacher, then leads a staff meeting to update teaching staff and/or to work on specific subject knowledge to build staff confidence.

The RE coordinator meets with new teaching staff to introduce them to the LDBS scheme, including our RE mascots, and the assessment system. The coordinator is available to meet with any member of staff requesting, or identified as needing support throughout the year.

14. Parents and carers

As a school we recognise that a partnership with parents/carers is essential to help children flourish. Half-termly class newsletters explain the big question and main objectives of the new RE unit. Teachers may choose to award a Merit certificate for effort, knowledge, understanding, respect, progress in RE. This is celebrated in our Friday assemblies and shared with parents/carers at the end of the day.

RE is a core subject at All Saints CE Primary School, so Key Stage 1 and 2 end of year reports always have a paragraph written about each child's knowledge, understanding and progress in RE, alongside English, Maths and Science. Pupils are graded as working towards, at or beyond expected level, or out of year group for those significantly below expected level in both attainment and effort.

15. Role of the RE subject leader

The RE coordinator attends termly network meetings at the LDBS to:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.



- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Evaluation/Review

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every **two years** by the Governing Body.

