



Religious Education Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians 13:7

Approved: March 2023
Review date: March 2024

Contents

1. Rationale
2. Statement of entitlement
3. Intent
4. Impact
5. Principles of teaching and learning (implementation)
6. SMSC
7. Scheme of work
8. Differentiation and special needs
9. Assessment
10. Equal opportunities
11. The subject leader
12. Right to withdrawal

Rationale for RE at All Saints CE Primary School

All Saints CE Primary School and Nursery is committed to a clear and sensitive programme of Religious Education (RE).

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule 2018 (Strand 7) makes it clear that RE should reflect the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office; please follow the link for further information:

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Christianity will, therefore, be at least 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum

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 for all pupils. The school bases its RE provision on the Staffordshire Locally Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% (closer to 10%) of 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 50% 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.

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- 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 nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions 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

Spiritual, moral, social and cultural development (SMSC)

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 (SMSC) 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 of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE), Relationship & Sex Education (RSE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

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. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

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 rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local 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

RE outcomes for pupils

The following are suggested outcomes for pupils at the end of their secondary education in church schools. Middle and secondary schools should draw on these to add to their objectives.

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

Right to withdrawal

At All Saints, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents' beliefs and values.

Review

This policy will be reviewed in March 2024

‘Loves bears all things, believes all things, hopes all things, endures all things.’

1 Corinthians

Our Vision

At All Saints, we embrace Jesus’ parable of the ‘Prodigal son’ as a representation of our vision of:

BEGINNING, BECOMING, BELONGING, BELIEVING

At All Saints, we strive to flourish together as we BEGIN our journey towards BECOMING wise, hopeful, dignified and peaceful individuals. We BELIEVE that Jesus’ parable of the ‘Prodigal Son’ represents our vision. We know that our children must make their own decisions and learn from them. We are always here to help our children and they know that they are surrounded by love. They BELONG to our community, who forgives them and shares in their joy.

MISSION

Our mission is driven by our vision and values and as such we are committed to providing a safe, welcoming, stimulating and challenging environment, where all children develop a love of learning, are able to flourish and fulfil their unique potential, within a caring Christian community, where individuals are respected and valued. Our distinctly Christian ethos threads throughout everyday school life and is demonstrated in the following ways:

- nurture our children’s mental health and well-being so that they feel a sense of belonging.
- model respectful relationships and behaviour that mirror our Christian character.
- Instil in our children an understanding of the responsibility they have towards their local, national and global communities.
- Share in collective worship that will encompass our vision and Christian values.
- Give our children the confidence to persevere and have faith in themselves and their abilities.
- Teach an adventurous, rich curriculum that fosters a passion and curiosity for learning, knowing that there is always more to discover.
- Deliver a PSHE and RSE curriculum that prepares our children for adulthood with the independence to become positive citizens that contribute to modern Britain and the global community.

Appendix 2. Curriculum Drivers

Our 6 Christian values underpin everything we do at All Saints.

Our knowledge-based curriculum has been specifically designed to fit the locality and context of our school.

To achieve our vision, we have identified five 'drivers' for our curriculum, which are rooted in our Christian values. These drivers will run throughout our curriculum to ensure that children are equipped with the essential knowledge and skills needed for everyone to fulfil their unique potential.



All Saints RE Curriculum Overview

Theology		Human science			Philosophy	
Year A 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Worship Theme	Community	Hope	Joy	Dignity	Peace	Wisdom
EYFS / Reception (Class 1)	Creation / God: Why is the word of God so important to Christians?	Incarnation: Why do Christians perform nativity plays at Christmas?	LD BE: Why are some stories so special?	Salvation: Why do Christians put a cross in the Easter garden?	LD BE: What happens in our church?	LD BE: Why are people special? Why am I special?
Years 1, 2, 3 (Class 2)	God: What do Christians believe God is like?	LD BE: What are festivals and why do we have them? (Hinduism – Diwali)	LD BE: What do Muslims believe?	Salvation: Why does Easter matter to Christians?	LD BE: How do Christians talk to God?	LD BE: How can I make a difference to the world?
Years 4, 5, 6 (Class 3)	Creation/Fall: What do Christians learn from the creation story?	Incarnation / God: What is the Trinity?	LD BE: What do Hindus believe?	LD BE: How do Christians remember Jesus' Last Supper?	LD BE: What can we learn from a Mandir?	People of God: What is it like to follow God?

*Class 1 programme of study is on a 2-year rolling programme.

Year B 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Worship Theme	Community	Hope	Joy	Dignity	Peace	Wisdom
EYFS / Reception (Class 1)	Creation / God: How can we care for our wonderful world?	Incarnation: What makes every person unique and precious?	LDDE: Why are some stories so special? (explore different stories)	Salvation: How can we help others when they need it?	LDDE: What happens in our church?	LDDE: Why are people special? Why am I special?
Years 1, 2, 3 (Class 2)	Creation: Who made the world?	Incarnation: Why does Christmas matter to Christians?	LDDE: What can we learn from the mosque?	Salvation: Why does Easter matter to Christians? (Digging deeper)	Gospel: What is the Good News that Jesus brings?	LDDE: What is faith and what difference does it make?
Years 4, 5, 6 (Class 3)	God: What does it mean if God is holy and loving?	LDDE: How do people express their faith through the arts?	LDDE: What does it mean to live as a Muslim today?	Salvation: What did Jesus do to save human beings?	Kingdom of God: What kind of world did Jesus want?	LDDE: Is life like a journey?
Year C 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Worship Theme	Community	Hope	Joy	Dignity	Peace	Wisdom
EYFS / Reception (Class 1)	Creation / God: Why is the word of God so important to Christians?	Incarnation: Why do Christians perform nativity plays at Christmas?	LDDE: Why are some stories so special?	Salvation: Why do Christians put a cross in the Easter garden?	LDDE: What happens in our church?	LDDE: Why are people special? Why am I special?
Years 1, 2, 3 (Class 2)	Incarnation / God: What is the Trinity?	LDDE: What are festivals of light?	LDDE: What are the five pillars of Islam?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God: When Jesus left, what was the impact of the Pentecost?	What does it mean to belong to a faith community? (Christianity, Islam and non-religious world views)
Years 4, 5, 6 (Class 3)	Creation / Fall: Creation and science: conflicting or complimentary?	Incarnation: Was Jesus the Messiah?	LDDE: What does it mean to live as a Hindu today?	Salvation: What difference does the resurrection make for Christians?	People of God: What would Jesus do?	Kingdom of God: How can following God bring freedom and justice?

Appendix 4. Progression Document.

All Saints - RE Progression

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion	Recognise some well-known religious events – Christmas, Easter for Christians. Religious symbols. As well as other religions special times Diwali, Ramadan.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people’s lives. Identify similarities and differences between religions and beliefs	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating & interpreting	Show interest in the wider world around them. Recognise similarities and differences in their lives & others.	Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression.	Recognise that some questions about life are difficult to answer. Ask questions about their own and others’ feelings and experiences. Identify possible meanings for symbols and other forms of religious expression	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression.

						concepts	
Beliefs & teachings	Why are some stories special – Nativity, Easter story.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions, making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices & lifestyles	Have an awareness of Christian culture & beliefs & other people's culture & beliefs.	Recognise features of religious life and practice.	Identify some religious practices, and know that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression & language	Recognise God is special. Vocab: Belief, faith, Christian, Christianity, God, Jesus, bible, church, cross.	Recognise some religious symbols and words.	Suggest meanings in religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
Identity & experience	Have an awareness of other people's cultures & beliefs.	Identify aspects of own experience and feelings, in religious materials studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other

					answers from own and others' experiences, including believers.		faiths.
Meaning & purpose	Identify that I am special and people are special.	Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values & commitments	Recognise that the word of God is important to Christians.	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning; they will use different techniques to reflect deeply.

<p align="center">Class 3: Incarnation / God What is the Trinity?</p> <p align="center">Cycle A: Autumn Term 2</p>	<p>Key driver: Fellowship (Dignity & Community)</p> <p>Big Question: Is it ok to never fully understand something?</p>
<p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. To understand that Christians believe that God is Trinity: God as three in one – Father, Son and Holy Spirit. 2. To re-tell the story of Jesus’ baptism by John, understanding what a ‘gospel’ is. 3. Explore artistic representations of the trinity. 4. Explore the language used on the Bible to describe God as: father, son, and holy spirit. 5. To make links between the trinity and Christian baptism. 6. Design a piece of art for church which shows ‘3 as 1’. 	<p>Key Vocabulary:</p> <p>Baptism Blessing Immersion Father The Grace Holy Spirit Prayer Son Symbol Trinity Worship</p> <p>Key Bible Texts: Matthew 3:11-17 (Jesus’ Baptism) 2 Corinthians 13:14 (The Grace)</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. One God in three parts or three one. • Christians believe the Father creates; He sends the Son who saves His people; the Son sends the Holy Spirit to His followers. • Christians spend their whole lives learning more and more about God. • Jesus was baptised in a river by his cousin John. • Baptism welcomes people into the church family and is a way for people to declare their faith. • There are differences in the way babies and adults are baptised. 	

Appendix 5. Assessment proforma.

Key Stage Two	What is the Trinity? Concept:	
Knowledge and understanding <u>is</u>	Secure / Expected <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus • Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Can describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit’. 	
Pupil initials who have achieved this:		
Knowledge and understanding <u>is</u>	Developing / Emerging <ul style="list-style-type: none"> • Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit; Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Can talk about the Baptism of Christ but are not able to explain the story’s significance. They can talk about some aspects of Christian Baptism. 	Excelling <ul style="list-style-type: none"> • Pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity. • Able to discuss the idea of God being three in one. They can explore links between the Baptism of Christ and can make connections to the ‘Big Story’ of Christianity. • For Christians understanding God is challenging; people spend their whole lives learning more and more about God.
Pupil initials who have achieved this		
	Pupil with additional needs made the following responses:	