



## All Saints' Upton C of E Primary School RE Policy

### Our Mission Statement for R.E

As a Church of England school, the foundation of our approach is the Christian faith. Our school enjoys strong links with our local church, St Basil's RC & All Saints CE Church, and this allows everyone to learn about and practice Christian beliefs.

It is our mission to provide a religious education that is inclusive and relevant to the spiritual, moral, social and cultural development of all of our children. We are committed to providing quality RE as we believe it has the potential to have a lasting and powerful effect on a child's heart and mind.

At All Saints Upton CE School, through our vision, we seek to promote our mission statement.  
'Let all that you do be done in love' 1 Corinthians 16:14

By our faith and trust in the love of God we aim to provide a school for our community where children experience the joy of learning, peace in their hearts and hope for the future.

As a voluntary controlled school, Religious Education is taught in accordance with Halton's Locally Agreed Syllabus, which is based on the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects 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.

Christian and non-Christian faiths – Judaism, Islam and Hinduism – will be taught throughout the school. Some aspects of Buddhism and Sikhism are also taught.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire '**Field of Enquiry**' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

### Purpose and Aims of Religious Education

We believe that studying religious and non-religious world views is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well informed conversations about religions and worldviews whilst respecting the views of others.

Our curriculum for Religious Education aims to ensure that all pupils:

- 1. Know about and understand a range of religions and world views, so that they can:**
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
  - appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
  - appreciate and appraise varied dimensions of religion or a worldview.
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*('A Curriculum Framework for Religious Education in England' Religious Education Council October 2013)*

### Teaching and Learning about RE

Teaching of R.E – We try to use a variety of teaching methods as we feel each topic and subject cannot be treated in the same way. Depending on the topic being covered, this may include whole class, group, paired or individual work, visits, use of religious artefacts, visitors, investigations, reflection, discussions, ICT and drama.

Christianity plays a central role in Religious Education at our school, taking between two thirds and three quarters of the time available.

**Learning about religion** includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing and understanding of ultimate questions and ethical issues.

**Learning from religion** is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

Time Allocation – A minimum of 5% of the timetable should be devoted to the teaching of R.E, which is approximately one hour per week. This does not include Collective Worship.

#### Assessment, recording and reporting

Assessment guidelines are provided in the Lancashire Syllabus. Children's R.E work is recorded in a variety of ways and each year group has individual R.E books, Reception have a large whole class floor book, which shows their RE work.

Teachers will assess children's work in R.E. by making informal assessments as we observe them during lessons. In assessing work in R.E. we would give careful consideration to their verbal responses, particularly in class and group discussion, their willingness to contribute ideas and relevant material, as well as the quality of written work when retelling and interpreting stories. Not all aspects of learning in R.E. are assessable. For example the personal views, emotions and attitudes of pupils are not assessable and it would be intrusive to attempt to do so. However, the extent to which children demonstrate that they are developing the skills of reflection, evaluation, analysis, empathy, understanding and enquiry is assessable. We are not assessing the child's opinion but how well the opinion is expressed.

Work is marked according to the whole school feedback policy. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment. This is recorded by the teacher on Insight. The subject lead uses this for monitoring purposes.

The R.E. subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in R.E. in each year of the school.

Parents are informed of children's progress in R.E. in the annual report.

#### Visits and visitors

As part of the curriculum, All Saints' Upton School ensures that appropriate visits are made available for the children in order for them to have first-hand experiences and gain a greater understanding of various places of worship and to enrich their understanding of all faiths.

Visitors to the school are welcomed and enabled to share their experiences and knowledge – their role is to educate, not to evangelise. St Basils and All Saints Church is our most valuable and frequently used resource, with the whole school attending and contributing towards annual Harvest, Christmas, Easter and Leavers' Services. Our school has close links with our local vicar, and our aim is for him to celebrate communion with our Key Stage 2 children when they have been confirmed.

#### RE and Inclusion

At our school, we teach R.E. to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a relevant, broad and balanced education to all children. Through our R.E. teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and Disability, Able and Talented Children, English as an Additional Language (EAL), Worship and Inclusion Policies.

### Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

### Links with other subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

### Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Our full guidance on withdrawal can be found on the school website.