


All Saints' C of E (VC) Primary School Maldon		
Title: <b>Religious Education Policy</b>		
Owner: Chair		
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### **Equality and Diversity Statement**

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

The Vision of All Saints is:

‘Our welcoming **Christian** school is a special place. Children are **nurtured** to become aspirational and **responsible individuals**, seizing all opportunities to use their God-given talents and abilities to make a **positive contribution to our school**, our local community and the wider world.’

Several aspects of that vision explicitly shape our RE curriculum:

1. ‘Christian’ - As a church school we follow the guidelines for the teaching of RE which are outlined in the Statement of Entitlement.
2. Community - Our school is part of a multifaith society and by connecting with our community we recognise and respect other faiths and beliefs.

## **Rationale**

At All Saints, we are committed to providing an effective, distinctive, inclusive and exciting Religious Education that is taught in accordance with the Norfolk Agreed syllabus and the Church of England Statement of Entitlement for RE (2019). We meet the needs of all learners, providing a safe environment in which they can develop their sense of identity and belonging through awareness and reflection.

## **Aims and Intent**

Through enquiry-led sessions, our RE education explores the 3 disciplines of theology, philosophy and social human sciences, inevitably progressing pupils’ spiritual, moral, social and cultural development.

RE enables pupils to appreciate and explore their own and others’ beliefs, as well as their impact on society. It helps them to develop a clear understanding of the significance of religion in their own area as well as the world around them. Children are given the confidence and skills to question, debate and discuss varying viewpoints.

RE teaching provides our children with religious literacy, enabling every child to hold a balanced and well-informed conversation about religion and belief. All children will leave school with an understanding of Christianity and of other Global religions as well as non-religious views. Every child will be able to articulate similarities and differences between religions and beliefs.

## **Implementation**

Religious Education at All Saints’ aims to motivate and inspire children through an engaging curriculum that challenges all learners whilst ensuring that the school

Christian values are at the heart. The distinctive Christian ethos permeates all aspects of school life. Our Christian Values and School Vision Statement are at the heart of our curriculum and all that we do at All Saints’.

Religious Education is a curriculum entitlement for all children and the school uses the NATRE scheme of work. The purpose of RE is to help children and young people to hold balanced and well-informed conversations about religion, belief and worldviews. Pupils will be able to make sense of religion and worldviews. These are:

**Theology:** This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

**Human/Social Sciences:** This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Whilst EYFS does not need to provide RE as a subject, as we have chosen to adopt the NATRE scheme, RE is encountered in EYFS through continuous provision. The multi-disciplines will be introduced and Christianity will primarily be studied and also include festivals from other major religions e.g. Diwali.

In accordance with the Statement of Entitlement (2019), at least 51% of curriculum time (the majority) of curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly or blocked teaching of RE, and through additional RE days which focus on an aspect of the Christian Faith, for example, Prayer Week or Spirituality Through Art.

Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. In accordance with the Education Acts 1996 and 2002 and DfE ‘Religious Education in English Schools: Non-Statutory Guidance 2010’, parents have the right to wholly or partly withdraw their child from Religious Education at school. We encourage parents to discuss any concerns with the Class teacher or Headteacher.

## **Spiritual Development**

We teach our pupils about different religions and world views. We develop our children's understanding and awareness of different religious beliefs, teachings and practices and how these influence individuals and communities. We want our children to develop their own beliefs in our ever-changing world. Our RE lessons build on pupils spiritual experience that is explored and developed in collective worship in which we use the Windows, Mirrors and Doors approach and encourage children to learn, reflect and respond. Children are taught that Spirituality is the part of you that makes you think and feel.

## **Assessment**

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within RE. In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion... Progress is tracked using Sonar Tracker.

## **Monitoring & Evaluation**

The co-ordinator will monitor RE provision and standards through looking at work, talking to children, displays and reviewing the curriculum with staff. In addition, the governing body monitors the role of religious education in upholding the Christian ethos of the school.

## **Inclusion**

All pupils are entitled to a broad and balanced education at an appropriate level. Teachers will use a variety of teaching approaches, groupings and appropriate levels of support to help all pupils make progress. Each child should be given the opportunity to develop their skills independently and in groups, enhancing their confidence and self-esteem.