



## **Religious Education Policy 2022**

### **Vision:**

All Saints Academy Trust aims high, promoting a love of life and learning in all its pupils. We take care of each other, working in partnership with families, the Church and wider community. We will, in partnership with the Church, place Christian Worship, vision and values at the centre of everything.

We will recognise that parents who may choose our academies do so because they see the importance of the church's role in helping to foster Christian values in our pupils. We are therefore committed to making the partnership with the Church a strength of our provision. The Church of England's Vision for Education provide us with the four pillars of wisdom, hope, community and dignity, which support our academies in their pursuit of life in all its fullness for our community and impact on all activities.

### **The Purpose of RE:**

Religious Education (RE) is a highly valued academic subject that enables understanding of how religion and belief impact our lives. It is part of our core curriculum and encourages children to develop their religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief through a multi-disciplinary approach which provides a balance between theology, philosophy and human/social sciences.

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 practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Religious Education in a Church School should enable every child to flourish and to live life in all its fullness. It will help educate children about dignity and respect, encouraging all to live together. Religious education enables children to investigate and reflect on some of the most

fundamental questions asked by people. At the heart of RE in church schools is the teaching of Christianity with pupils also learning about other faiths and worldviews.

### **The Aims of RE:**

The aims of RE at All Saints Academy Trust are set out within the locally agreed syllabus and the Church of England Education Office Statement of Entitlement (2019).

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

Within this framework our aims are for pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs.
- Gain knowledge and understanding of a range of religions and worldview appreciating diversity, continuity and change within the religions and worldviews being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- Explore their own religious. Spiritual and philosophical ways living, believing and thinking.

### **Broad and Balanced Curriculum**

The curriculum for RE at All Saints Academy Trust is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and human/social sciences. These three disciplines provide lenses through which each enquiry question is approached.

In accordance with the adopted *Essex Agreed Syllabus 2022*, with reference to the *Understanding Christianity* resource, we have agreed that:

At KS1 pupils study primarily Christianity, Judaism and Hinduism, with reference made to other principle religions, beliefs and worldviews.

At KS2 pupils study primarily Christianity, Judaism and Hinduism, with reference made to other principal religions, beliefs and worldviews taking into account the local context.

In accordance with the Statement of Entitlement (2019) at least 50% of curriculum time in each year group is allocated to the teaching of Christianity. This entitlement is met both through the weekly teaching of RE, and through additional RE enrichment opportunities which focus on an aspect of the Christian faith.

## **Teaching and Learning:**

Religious Education uses an enquiry-based approach to learning. This approach enables pupils to focus on an enquiry question, which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, drama, thinking skills, artefacts and stories. We will ensure that lessons are taught to include all learners and their preferred styles, such as auditory, kinaesthetic and visual.

We aim to provide a range of up to date and quality resources appropriate to delivering high quality RE and their curriculum design.

Where possible we want our pupils to have opportunities to encounter faith communities through visits to local places of worship or visit from members of local faith communities.

## **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 using both summative and formative assessment, for example through written activities, role play, art work and discussion. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

### **Monitoring and Evaluation:**

The RE Subject Leader monitors provision and standards within the academy through observation, looking at work, talking to children and reviewing the curriculum with staff. The RE Lead is held to account by the Head Teacher.

The governing body monitors the role of religious education and its contribution to the Christian ethos of the school.

### **Role of the RE Leader:**

- To ensure that the RE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the academy.
- To develop links with the Church and Diocese.
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

### **Responsibilities for RE within each academy (Head Teachers and Governors):**

As well as fulfilling their legal obligations, the local governing body and Head Teacher should make sure that:

- All pupils make progress in achieving the aims of the RE curriculum
- The subject is well led and effectively managed
- Standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject, having regular opportunities for CPD
- Clear information is provided on the school website about the RE curriculum
- RE is resourced, staffed and timetables so that the academy can fulfill its legal obligations on RE and pupils can make good progress

### **Withdrawal from RE**

All Saints Academy Trust recognise that parents have the legal right to withdraw their children from religious education. 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 such as history or citizenship.

A parent or carer considering that their child be withdrawn from RE should contact the RE Lead to discuss any concerns or anxieties about the policy, provision, and practice of religious education which can then be discussed further with the Head Teacher if required.

### **Monitoring and Review**

The implementation and impact of the policy will be evaluated through the self-evaluation processes. The policy will be reviewed every three years by staff and governors.

**With God's love, we all achieve together.**