All Saints Church of England Primary School
Religious Education Policy

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

Curriculum Intent

1 Our School Curriculum

All Saints' Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community.

As a small and mighty school, we aim to inspire curiosity and confidence to learn and grow in body, mind and spirit. Supported by our Christian foundation, we strive to provide a nurturing environment that promotes joy, creativity and a lifetime love of learning.

Curiosity Joy Creativity Confidence Community

1.1

At All Saints we will develop children who are religiously aware and tolerant of living in a multi-cultural society by:

- Providing opportunities to explore different ideas about the world they live in and to be confident to question ideas and make links to their own experiences and opinions.
- Understanding other people's cultures and ways of life, which they will then be able to communicate to others.
- Enabling children to develop the necessary skills to reflect on their own experiences, to learn from them and to develop their own identity, personal beliefs and values.
- To think deeply and explore the great questions of life, death, meaning and purpose.
- To become active citizens who make a positive contribution, showing consideration of others both locally, nationally and globally.

At All Saints we celebrate our Church of England origins and place an emphasis on Christian beliefs and practices whilst also teaching about other principle religions, other religious traditions and other worldviews in the contemporary world. Our intent is to design a curriculum with appropriate subject knowledge, skills and understanding so that children can reach and exceed their potential to learn more and understand more about the Christian faith as well as other faiths. Our curriculum will result in children developing an awareness and tolerance of living in a multi-cultural society and being mutually respectful towards the beliefs of others.

2. Implementation of Religious Education at All Saints

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Our school curriculum consists of the formal requirements of National Curriculum, Locally Agreed Syllabus for Religious Education and the range of extra activities that the school organises in order to enrich the experience of the children. It also includes the 'school curriculum', or what the children learn from the way they are treated and expected to behave.

- **Aims**

- To provide pupils with a broad and balanced introduction to the study of Christianity and other world faiths in accordance with the requirements of the Trust Deed of the school, the current Education Act and following the recommendations of the Diocesan Board of Education.
- To provide the children with the knowledge and understanding of Christianity and knowledge of and respect for other faiths and cultures.
- To draw on the local community and global communities.
- RE in All Saints' Church of England school lies at the very heart of the curriculum

Teaching and learning style

At our School our emphasis is about learning to learn, equipping children with the knowledge and skills that they need in order to become valued citizens of the future.

We want to deliver a curriculum that, provides real experiences relating to the children's interests and needs. Religious Education focuses on enabling children to develop their enquiry skills, by both asking and answering questions. At All Saints, where appropriate, Religious Education is taught as part of a creative topic-based approach. It feeds into all areas of the curriculum, and may be taught in conjunction with other subjects.

The teaching and learning styles used in RE enable children to build on their own experiences and to extend their knowledge and understanding. We recognise that children learn in a variety of ways and therefore use a range of methods to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.
We achieve this in a variety of ways including:
• Providing resources of different complexity, adapted to the ability of the child.
• Setting tasks that are open-ended and can have a variety of responses.
• Grouping the children in mixed ability groups, as appropriate.
• Role play and drama.
• Using classroom assistants, where available, to support the work of individuals and groups of children.
• Discovering artefacts.
• Listening to stories.
This is by no means an exhaustive list, there are various resources available from different faith groups and RE Today and NATRE, of which we are a member, has many relevant and topical resources.

For further information please see the teaching and learning policy.

Curriculum Implementation

3.1 The Learning Journey

All teaching and learning is carefully planned in order for staff to facilitate student discourse and thinking. This is to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of learning without limits.

3.2 Organisation and planning

We carefully plan a broad and balanced curriculum and ensure there are meaningful links between subjects, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals. This is to ensure there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2 This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

1. <u>Guidelines</u>

1. R.E will be taught as a subject in its own right, through cross-curricular topics and links with the Church and the community.

2. A school specific scheme of work will be used which has been developed using the North Somerset Agreed syllabus for R.E. – Awareness, Mystery and Value and the Understanding Christianity resource which is developed with the Church of England in partnership with RE Today.

3. The scheme provides for continuity and progression and ensures that opportunity is given for the children's knowledge, skills and understanding in R.E. to develop throughout their seven years in the school.

4. There will be links between R.E in the classroom and the daily Act of Worship as outlined in the school Worship Calendar.

5. Opportunity will be given to extend children's understanding of Christian Language beyond the literal to a richer symbolic meaning.

6. All children will have the opportunity to: -

    (a) Develop an awareness of themselves and others through reflection on their own experiences.
    (b) Explore their responses to challenging experiences, e.g. beauty, suffering, birth, death and encounters ranging from good and evil.
    (c) Develop their sense of inquiry, curiosity, awe and wonder related to the natural world and Christianity and other world faiths.
    (d) Develop an understanding of right and wrong and of how their own values affect their attitudes and behaviour towards themselves and others.
    (e) Develop the capacity to explore questions of belief.

(f) Develop a knowledge, understanding and appreciation of practices associated with worship, prayer, celebration and pilgrimage in Christianity and in some other major world religions.
(g) Become familiar with the Bible and view it as a precious book.
(h) Become familiar with the main festivals of the Christian Church.
(i) Develop an understanding of the 'church' as a community of believers and as a building.

The current Education Act makes provision for pupils and staff to withdraw from Religious Education. Staff and parents of pupils wishing to exercise this right will be asked to express their wish in writing to the Head teacher.

5. Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. The library has a range of books to support children's individual research as well as computer based resources. We use our local church, All Saints East Clevedon where possible and may arrange trips to other local places of worship or arrange for visitors to share their faith and traditions with the children within school.

6. **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Refer to SEN policy

7. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy

Curriculum Impact

8.1 Skills progression and assessment

8.2 In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

8.3. The role of the subject leader

8.4 The role of the subject leader is to:

- to develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- Have an overview of the whole school provision

- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- Understand the progression of skills through the school.
- provide efficient resource management for the subject.
- analyse performance data (for core subject leaders – English, Maths, Science).
- Support Headteacher and governors in preparing for SIAMs inspection.
- Attend Diocesan Training / RE Cluster meetings where relevant.

9 Monitoring and review

9.1 *Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.*

9.2.

The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy

Conclusion

Through a deepening of their knowledge and understanding of their own faith and Christian beliefs, and the exploration of the beliefs and values of others, children should begin to search for meaning and purpose in life and to choose the values by which they wish to live. Through this, they will begin to develop an understanding of themselves and others which will enable them to coexist with their neighbours and colleagues in the ever changing world in which they live.

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