



Policy for Religious Education

Rationale

At All Saints School we understand Religious Education to be an essential part of our school's curriculum, which will make a distinctive contribution to each child's development, both individual and social. R.E. is taught in accordance with the Leeds Agreed Syllabus and Bradford Diocese recommendations. The purpose of R.E. is to enable children to learn about religion and from religion. In particular,

'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.' (Leeds Agreed Syllabus for Education 2007)

Our Aims

From the Christian perspective of our foundation the aims of R.E. at All Saints School should help pupils to:

- acquire and develop knowledge and understanding of Christianity and other principal religions;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop respect and sensitivity towards other people and their beliefs and philosophies;
- have opportunities to reflect on and respond to the values, beliefs and practices of religions and philosophies;
- develop their own insights; and
- enrich their spiritual, moral, social and cultural development.

Attitudes

As well as developing knowledge, skills and understanding, we aim to develop the following four attitudes at each stage or phase within the school:

- self-awareness;
- respect for all;
- open-mindedness; and
- appreciation and wonder.

Objectives

Foundation Stage

At the Foundation Stage children's learning in religious education will make a variety of contributions to the six areas of learning, and enable them to work towards their Early Learning Goals. It has particular importance for:

- personal, social and emotional development;
- communication, language and literacy;
- knowledge and understanding of the world; and
- creative development.

During the Foundation stage, the children will begin to explore religion through the following themes:

- Special thoughts;
- Special books;
- Special times;

- Special things;
- Special people; and
- Special places.

These themes are incorporated within the topic based planning followed by the Foundation Stage.

Key Stage 1

By the end of Key Stage 1, pupils will have been given the opportunity to learn about Christianity and Sikhism. They will be taught knowledge, skills and understanding through the following themes:

- Believing;
- Story;
- Celebrations;
- Symbols;
- Leaders and teachers;
- Belonging; and
- Myself

Key Stage 2

By the end of Key Stage 2, pupils will have been given the opportunity to learn about Christianity in more depth, and also an introduction to; Judaism, Hinduism, Islam and Buddhism. They will be taught knowledge, skills and understanding through the following themes:

- Beliefs and questions;
- Teaching and authority;
- Worship, Pilgrimage and sacred places;
- The journey of life and death;
- Symbols and religious expression;
- Inspirational people;
- Religion and the individual;
- Religion, family and community; and
- Beliefs and actions in the world.

Methodology

R.E. is part of our basic curriculum; in general it is taught as a discrete subject with Christianity and another major religion forming each year group's focus. However where appropriate, R.E. may be part of a cross-curricular topic. Within each year group, the pupils will be given the opportunity to compare religions, in order to recognise both similarities and differences. The children will have the opportunity to enhance their religious learning through the following experiences:

- Visits to places of worship;
- Listening and responding to visitors from local faith communities;
- Using a range of literature, music and creative arts;
- Discussing religious and philosophical questions;
- Using ICT for research and communication; and

- Reflecting on their own and others' insights into life and its origin, purpose and meaning.

Planning and Assessment

R.E. work will be planned using the themes outlined in the Leeds Agreed Syllabus to ensure a balanced, progressive, differentiated and continuous curriculum. Where appropriate, R.E. will incorporate and take advantage of situations as they arise, for example, current news items, visitors to school and children's own experiences.

Assessment in R.E. will be consistent with our school policy on assessment. It will be used to identify next steps in learning, and for children to reflect on their understanding. Assessments will be made against Attainment Target 1 – Learning about religion and Attainment Target 2 – Learning from religion, then levels or 'P' scales awarded. Assessment will not be used as a judgement on whether a child's own or family beliefs are right or wrong.

We acknowledge that it is difficult to assess one of the important aspects of R.E., that of children's attitudes. Sensitivity and respect will be shown towards children who wish to keep their feelings and beliefs private.

Recording and Reporting

Records of the children's work and levels of achievements will be kept by the class teacher. These will be used to inform parents of progress in an annual school report.

Monitoring

Work in R.E. will be monitored by the co-ordinator and the head-teacher through discussion with staff; scrutiny of planning and children's work; and classroom observations.

Entitlement

At All Saints our aim is to make R.E. available to all children irrespective of social background, culture, race, religion, gender and differences in ability and disability. However we respect and acknowledge the right of parents to withdraw their child from 'the whole or part of religious education'. In such an event, parents can discuss alternative arrangements with the head-teacher.

Resources

We have a range of books, CDs and artefacts for R.E. which is regularly updated, with planning support and useful website information stored on the Leeds Learning Platform.

Associated Policies

S.E.N. and Inclusion
PSHCE

Collective Worship
Care and Control

Assessment, Recording and Reporting
Positive Behaviour