



ALL SAINTS' C of E PRIMARY SCHOOL, FRIERN BARNET

RE Policy

Ratified by the Governing Body: October 2022

Signed Headteacher

 Chair of Governors

Review Date: October 2024

All Saints Primary School RE Policy

Our School Vision

Inspired by Christ - Reaching Out to All - Being the Best We Can Be

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident and independent young people, whose enquiring minds will flourish in the world, seek truth and serve others.

Our Religious Education promotes the spiritual moral, social, cultural and intellectual development of our pupils with our Christian values of friendship, respect, perseverance, forgiveness, honesty and fairness at the heart of everything we do.

Children are taught to appreciate and respect the range of religious identities of the United Kingdom (and beyond) as well as the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As well as worship in class and in assembly, children take part in acts of worship at All Saints' Church.

Legal Requirement

The statutory requirements of Religious Education in schools are to be found in the Education Act (1944) and the Education Reform Act (1988) which state that *'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'*. It also states that *'Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practises of other principal religions represented in the country'*.

Parents have the right to withdraw their children from Religious Education lessons.

Aims and Objectives

The School's starting point for RE is the LDBS Scheme of Work which enables us to deliver a curriculum which meets our children in this church school. We also teach according to the two Attainment Targets:

1. To develop knowledge and understanding of religion (learning about religion)
2. To explore and respond to human experience (learning from religion).

Our Religious Education lessons attempt to provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. We endeavour to develop pupils' knowledge and understanding of Christianity, other principal religions and religious traditions that examine these questions fostering personal reflection and spiritual development.

We aim to:

- Help each child develop a sense of his/her own identity and worth and to grow in self-knowledge and confidence.
- Help each child develop his/her own beliefs so as to acquire a set of moral values that will guide their personal behaviour.
- Foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious convictions.
- Extend pupils' awareness that people do commit themselves to causes and beliefs.
- Help each pupil to develop the capacity to form individual attitudes and beliefs based on considered opinions even though they may differ from the majority,
- Encourage respect, understanding and tolerance of those who adhere to different faiths and the ability to recognise prejudice.
- Foster feelings of wonder, delight and mystery and to reflect upon the natural world.
- Help pupils to reflect upon their own patterns of belief and behaviour through exploring religious beliefs and practices with particular reference to Christianity and the other major world religions.

Community Cohesion

RE makes an important contribution in promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

- The school community - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located - RE provides opportunities to forge links with different groups in the local area especially All Saints Church.
- The UK community - a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. Our Christian values underpin the promotion of British Values.
- The global community - RE involves the study of matters of global significance recognising the diversity of religion and beliefs and its impact on world issues. At All Saints' we employ The UN Sustainable Development Goals as a road map; to encourage the children to consider the conditions that are needed in the world to live sustainably and equitably.

The teaching of RE at All Saints' helps reduce the risk of children becoming radicalised and being drawn into terrorism. Staff who identify children at risk of radicalisation should contact the Designated Officer for Child Protection. This senior leader has undergone 'Prevent Awareness' training and will act appropriately, which may include making a referral to the Channel Programme.

Our Approach to Teaching RE

RE has an important role to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through a locally agreed syllabus and diocesan advice taking care to offer a breadth of content.

At All Saints' we aim to teach RE for 2 hours per week. This is achieved through a discrete 1 hour 15 minute lesson each week. In addition, we aim to include a whole school themed week with the focus on an RE topic, once a year.

Using the LDBS RE Syllabus, an annual Curriculum Map is formulated covering all classes from Reception through to Year 6. The units of work are chosen to reflect progression and coverage for all children throughout their lives at All Saints.

At the start of each new Unit the teacher will produce an Introductory Page for children's RE Books highlighting the following details:

- The Theological Concept
- The Big Question
- Weekly Questions
- Religious Vocabulary used in the Unit

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship (especially All Saints' Church and Sha-arei Tzedek North London Synagogue) or visits from members of local faith communities. The vicar of All Saints' Church leads worship once a week.

Children in the Foundation Stage classes are encouraged to reflect upon and discuss their own experiences and begin to relate these to themes in stories and religious teachings.

Key Stage 1 pupils study Christianity, Judaism with Islam.

Lower Key Stage 2 pupils study Christianity, Judaism, Islam, Hinduism and Buddhism.

Upper Key Stage 2 pupils study Christianity, Sikhism and Buddhism

Assessment

Children are assessed in Religious Education using a range of formative 'assessment for learning' strategies consistent with our teaching and learning policy. The two main strands of assessment relate to our stated aims:

1. To develop knowledge and understanding of religion (learning about religion AT1)
2. To explore and respond to human experience (learning from religion AT2).

The formative purpose of assessment is for the teacher and child to understand what they need to learn next.

The summative purpose of assessment is to track achievement and measure progress. Children's knowledge and skills are measured using agreed level criteria (Area of Enquiry statements and Key Questions) as recommended by the London Diocese Board of Schools (LDBS). A summative grade is given to each child at the end of every unit in AT1 and AT2. These judgements are combined to create an overall attainment grade each term. An effort and progress grade are also given by the teacher termly. These grades are discussed at pupil progress meeting alongside work in English and maths. Progress is measured over time to ensure children reach their full potential.

Equal Opportunities & Inclusion

All children have equal entitlement and equal access to a range of materials to support their learning in RE in accordance with our Equal Opportunity Policy. We are an inclusive and pupil focused school.