

# RE Policy



*'Learning for life,  
building a firm foundation'*

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of RE because we believe that children need firm foundations on which to build in all aspects of their lives.

Our RE policy has been developed using the 'Warwickshire Agreed Syllabus for Religious Education' and 'Understanding Christianity'. This policy reflects our whole school approach to teaching Religious Education.

### **Curriculum Intent**

At All Saints, we believe that RE is of fundamental importance in helping children to learn about the Christian foundation and ethos underpinning school life; the Christian values embedded through the curriculum, enabling our children to flourish. The RE curriculum enables our children to gain a deep awareness of their own and others' unique identities as they explore 'big' questions about the meaning and purpose of life, beliefs about God, religious practice and morality. It also reflects the importance of the lives and beliefs of those who follow the principal world religions, as well as Humanists and people of no faith or different worldviews.

In RE, children learn about and from religions and worldviews in local, national and global contexts. They learn to develop and express their views in response, and to agree or disagree respectfully. The subject encourages children to demonstrate curiosity about faith and recognise how it influences the lives of individuals, society and culture. Children learn to articulate clearly and confidently their personal beliefs, ideas, values and experiences and develop respect for the religious and cultural differences of others.

### **Curriculum Implementation**

- RE will be integrated into the curriculum, taking into account the programmes of Study and Early Learning Goals across Key Stages 1 and 2 and Foundation Stage respectively. Children will:
- be taught using the new 2024-2029 Warwickshire agreed syllabus.
- explore the fundamental aspects of Christianity through the Understanding Christianity units of work.
- explore and respond to areas and aspects of different religions and cultures.
- explore some fundamental aspects of life and will be directed towards the spiritual responses, which people make.
- be introduced to the variety of approaches to common experiences, ideas and issues, and the distinct responses both within and between different traditions and world views.
- be encouraged towards spiritual awareness through observations, information seeking and analysis.

- be given opportunities to express and respond in a variety of ways including pictorially, in drama, spoken word and written word, photographic images and film.
- Where appropriate and where strong links are made, RE will be taught alongside other subjects.
- A variety of resources, including ICT and use of the local and wider environment will be used to enhance learning.

### **Curriculum Impact**

Children will:

- develop their knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and worldviews.
- gain understanding and respect for different religions, beliefs, values and traditions through exploring issues within and between faiths.
- understand the influence of faith and belief on individuals, societies, communities and cultures.
- develop skills of reflection, enquiry and response using religious vocabulary, questioning and empathy.
- experience the enjoyment, wonder and pleasure in learning about RE
- develop the curiosity, creativity, compassion, faith, hope and courage they need to flourish as valued members of the world community, as educated citizens and as part of God's creation.
- meet the end of Key Stage expectations outlined in the Warwickshire Agreed Syllabus for RE.

### **Teaching and learning**

RE is an exciting subject and through our enquiry approach, we implement a wide range of learning methods in our teaching, including:

- visiting local places of worship and receiving visitors from faith communities
- learning through art, music, dance and drama
- children experiencing times of quiet reflection to develop their own thoughts and ideas
- using stories, pictures and photographs
- using artefacts to help children develop their understanding of religious beliefs and forms of expression
- reflecting on and then discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- developing the use of ICT (virtual learning through video clips, images, tours of places of worship) in promoting children's awareness of religions and beliefs.

## **Resources**

- All children will have access to a variety of artefacts and posters and photographs from each of the religions studied available within school.
- Visits to places of worship will be undertaken.
- Visitors from representatives of different faith groups will be invited into school.
- ICT will provide a range of information sources to enhance learners' knowledge and understanding of religious beliefs, practices and expression.

## **RE and assessment**

It is a statutory requirement to make judgements on learners' attainment in religious education using the Warwickshire assessment criteria.

In line with reporting requirements for the foundation subjects of the National Curriculum, progress will be reported annually to parents/carers.

In RE, by the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that teachers using the criteria from the Programmes of Study (emerging, expected and exceeding) will assess pupils' achievements. All teachers are required to complete an assessment grid at the end of each unit of work.

## **RE and equal opportunities**

- We aim to give every pupil the opportunity to enjoy learning in RE.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures and religious/non-religious worldviews.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the RE curriculum regardless of their race, gender, cultural background, or special needs.
- We enable pupils to have access to the full range of activities involved in learning RE. Where children are to participate in activities outside the classroom, e.g., a visit to a place of worship, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **RE and inclusion**

We recognise that in all classes, children have a wide range of abilities, and so we seek 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:

- Setting tasks, which are open-ended and can have a variety of responses.
- Setting tasks that provide a challenge.
- Grouping children in mixed ability groups.
- Providing resources to support and engage learners.
- Using classroom assistants to support the work of individuals or groups of children.