



## All Saints Church School

### RE Policy

Jesus says, "All things are possible if you believe." Mark 9:23

This policy should be read alongside our Vision and Values as a Church of England school. It is consistent with the overall vision of the school in line with the Christian Foundation of the school as expressed in the Trust Deed.

This policy statement has been formally approved and adopted by the Local Governing Committee, in - consultation with the Head Teacher.

Approved by LGC: September 2024

Next review date: September 2025

In our school, we value and respect all who are with or without faith.

We respect that we may believe different things.

At All Saints, pupils have the opportunity to learn about many different faiths, as well as focusing on Christianity. This allows pupils to develop a stronger awareness of the people we share our world with and enables them to find connections between the beliefs of others and their own lives.

RE in our school is a subject that creates a safe space for pupils to critically reflect on their own religious, spiritual or philosophical views.

### **Intent**

At All Saints Church School, we believe that Religious Education should take a multidisciplinary approach. By the end of their time at school, all of our children will have the opportunity to study RE through different 'lenses' such as psychology, philosophy, sociology and theology to find out about people's differing worldviews. This will enable our children to find out about what different people believe and how this makes a difference to how they live.

Throughout their time at All Saints Church School, our children will be given the opportunity to study a range of world religions and non-religious worldviews. As a school, we are committed to ensuring that our RE curriculum is based upon recent research. This will ensure that they will learn about diversity within the religions that they study. All of our children will be given a range of opportunities to ask big questions about religion and belief, reflecting on their own ideas and ways of living.

At All Saints Church School, we believe that our RE curriculum should be challenging, exciting, thought provoking and interesting. We want to ensure that our children go out into the world understanding the differing views of the people that they will come into contact with.

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

## Coverage, Content, Sequence and Structure:

RE is taught fortnightly across the school (Key Stage 1 – 2 hour and Key Stage 2 – 2 ½ hours). By teaching RE fortnightly, this allows time for the children to dig deeper with their thoughts and spend quality time exploring religion and their thoughts. In addition, there is either a Vision and Values day or Spirituality Day per academic year.

There is a whole school overview of the topics to be covered for each Year Group. “Understanding Christianity” (see Implementation section) will be taught for two-thirds of the year and another faith will be taught for the remaining one-third. There are three main world religions that are taught between years 1-6, with some of the religions repeated in later year groups.

Year 1 – Judaism Year 2 – Islam Year 3 – Hinduism Year 4 - Judaism Year 5 – Islam Year 6 - Hinduism

## Whole School RE Overview:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes people special? (Christianity & Judaism)  <i>Understanding Christianity units</i>	Incarnation <i>How do people celebrate? Diwali, Christmas, Hannukah</i> <i>Understanding Christianity units</i>	Creation/God  <i>Understanding Christianity units</i>	Salvation  <i>Understanding Christianity units</i>	What makes places special? (Christianity, Islam, Judaism)  <i>Understanding Christianity units</i>	What can we learn from stories? (Christianity, Islam, Hinduism)  <i>Understanding Christianity units</i>
1	Creation <i>Understanding Christianity unit</i>  <i>And Godly play resources</i>	Incarnation  <i>Understanding Christianity unit</i>	Judaism: Is Shabbat important to Jewish children? <i>Discovery RE year 1</i> <i>And some additional resources from AMV</i>	Salvation  <i>Understanding Christianity unit</i>	Judaism: Are Rosh Hashanah and Yom Kippur important to Jewish children? <i>Discovery RE year 1</i> <i>And some additional resources from AMV</i>	Gospel  <i>Understanding Christianity unit</i>
2	Islam: Does praying at regular intervals help a Muslim in his/her everyday life?  <i>Discovery RE year 2</i>	Incarnation (digging deeper)  <i>Understanding Christianity unit</i>	God <i>Understanding Christianity unit</i>  Humanism <i>2 lessons in AMV file</i>	Salvation (digging deeper)  <i>Understanding Christianity unit</i>	Gospel (digging deeper)  <i>Understanding Christianity unit</i>	Islam: Does completing a Hajj make a person a better Muslim? <i>Or Does going to a Mosque give Muslims a sense of belonging?</i>  <i>Discovery RE year 2</i>

3	Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  <i>Discovery RE year 3 And some PPT and resources in AMV file</i>	Incarnation  <i>Understanding Christianity unit</i>	Creation  <i>Understanding Christianity unit</i>	Salvation  <i>Understanding Christianity unit</i>	People of God  <i>Understanding Christianity unit</i>	Hinduism: Would visiting the River Ganges feel special to a non-Hindu?  <i>Discovery RE Year 3 And some PPT and resources in AMV file</i>
4	Judaism: How special is the relationship Jews have with God?  <i>Discovery RE year 4 and some PPT and resources in AMV file And Godly Play</i>	Incarnation/God  <i>Understanding Christianity unit</i>	Gospel  <i>Understanding Christianity unit</i>	Salvation  <i>Understanding Christianity unit</i>	Judaism: How important is it for Jewish people to do what God asks them to do? Or what is the best way for a Jew to show commitment to God?  <i>Discovery RE year 4 and some PPT and resources in AMV file And Godly Play</i>	Kingdom of God <i>Understanding Christianity unit</i> Humanism <i>LKS2 2 lessons in AMV file</i>
5	God  <i>Understanding Christianity unit</i>	Incarnation/God  <i>Understanding Christianity unit</i>	Islam: What is the best way for a Muslim to show commitment to God?  <i>Discovery RE year 6 some PPT and resources in AMV file</i>	Salvation  <i>Understanding Christianity unit</i>	People of God  <i>Understanding Christianity unit</i>	Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?  <i>Discovery RE year 6 some PPT and resources in AMV file</i>
6	Hinduism: What is the best way for a Hindu to show commitment to God?  <i>Discovery RE year 5 some PPT and resources in AMV file</i>	Creation/Fall  <i>Understanding Christianity unit</i>  Humanism <i>2 lessons in AMV file</i>	Gospel  <i>Understanding Christianity unit</i>	Salvation  <i>Understanding Christianity unit</i>	Kingdom of God  <i>Understanding Christianity unit</i>	Hinduism: How can Brahman be everywhere and in everything?  <i>Discovery RE year 6 some PPT and resources in AMV file</i>

## **Implementation:**

At All Saints Church School, we use resources from Understanding Christianity for our Christian units and from Discovery RE for all other religions. We plan our curriculum so that children have opportunities to revisit their work on different religions, as well as compare and contrast different worldviews. Lessons will be taught through introducing big questions, which will spark their thinking and open up opportunities for open discussion. The children will experience religions through access to resources and artifacts, as well as video clips, photos and, wherever possible, visits to religious buildings and visits from religious leaders and believers.

This will enable children to experience the teachings first hand and start to develop their own questions and perspectives.

All children will be given the opportunity to investigate and develop their spirituality through RE lessons, prayer weeks, reflection areas in classrooms and in the Forest Area.

We encourage our children to be reflective learners considering psychology, philosophy, sociology and theology to find out about people's differing worldviews. This will enable our children to find out about what different people believe and how this makes a difference to how they live.

## **Understanding Christianity approach:**

The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation. The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making the links to the overall 'big story' or 'salvation narrative'. This is not the only way to describe Christian thought and practice, and of course there is real diversity within Christianity itself, but it sets a good foundation for understanding the heart of the Christian faith. The teaching and learning approach enables pupils to engage with a variety of Bible texts in order to explore how Christians understand the core concepts. It explores ways in which Christians might live in the light of these texts, within the Christian community and in their individual lives. It allows pupils to reflect on some of the questions and puzzles that arise from the Bible, and to consider any implications or connections with their own lives and ways of understanding the world. These materials incorporate activities that explore Christian responses to the biblical text, as well as the pupils' own responses, whether they are Christian, atheist, agnostic, or from a faith tradition other than Christianity.



## **Jigsaw RE (formally Discovery RE ) approach:**

For the teaching of other religions (Judaism, Islam & Hinduism) we use a selection of resources from Awareness, Mystery & Value, which has been developed by Somerset SACRE and from Discovery RE. These resources allow children to build an essential core knowledge of these different religions by... Including a summary of a few of the most important beliefs for each faith.

Emphasising that each key religion has one key belief or 'Big Idea' which allows each religion to be better understood.

Ensuring there is clear progression in each religion so they are built upon and developed throughout the different key stages.

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

### Godly Play:

Godly Play is a very different, but amazingly engaging, creative and imaginative method for exploring the Christian faith and heritage.

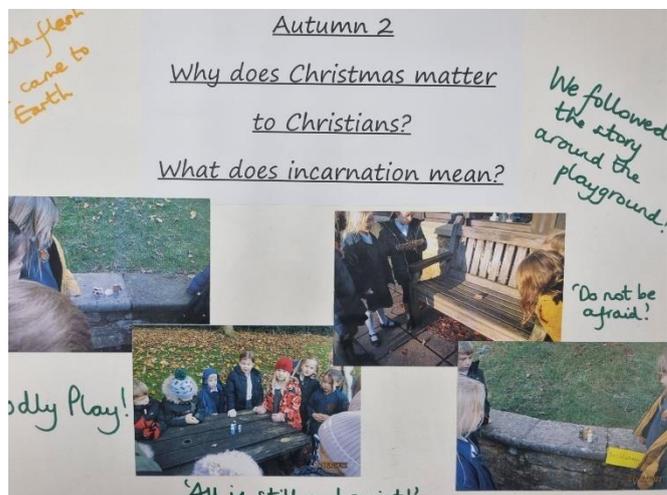
Through Godly Play, children experience and explore the stories of God's people, of knowing Jesus through his life and his parables and understanding the way in which we approach God through liturgical action.

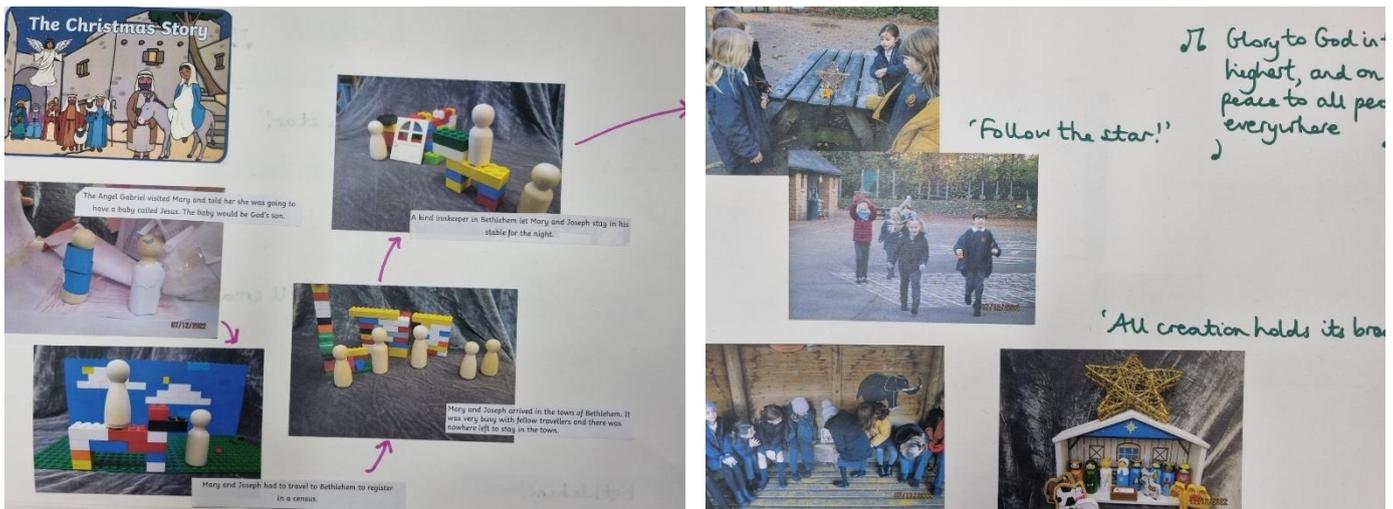
Godly play assumes that children (and adults) are individuals, with different needs. That we all have different ways to learn and that play is important in all our learning.

Godly Play creates a safe and open space, allowing children the opportunity to explore and develop an understanding of God.

### Floor books:

As a school, we acknowledge the fact that RE learning and understanding is often through discussions and responding to images, experiences and events. We keep records of these in our RE floor books which are in every class and provide children with a visual record of what they have experienced.





### Reflection Areas:

Around our school, you will find reflection areas in every classroom. Our reflection areas are very important spaces where pupils and adults can go to share their own prayers.

### Christian Values:

In our school, our Christian Values underpin our ethos, our behaviours and how we treat each other. Every classroom and many communal areas have these displayed to keep them at the forefront of our minds.

Although each of the Christian Values are woven through our everyday life here at All Saints, we also focus on one Christian Value each term.

Work is recorded in either individual RE books or the class RE floor book.

### Monitoring, Evaluation, Assessment, Recording, Reporting:

Monitoring the whole school delivery of Religious Education will be the responsibility of the RE coordinator and SLT and this is evaluated by the Ethos Committee. RE will be monitored as part of the School Development plan on a rolling programme, and in line with school monitoring procedures.

**Assessment** of Religious Education can be a sensitive issue because of the personal nature of the beliefs of everyone. All children are given opportunities to explore and question their own beliefs and those of others. It is, however, possible to assess children's knowledge and understanding and this is recorded at the end of each unit in line with the school assessment procedures.

Children's progress in RE is regularly monitored and standards attained are compared to those in other curriculum areas.

All children receive an annual Religious Education attainment grade as a component of the full school report to parents at the end of the academic year.

### Impact:

Children at All Saints Church School will leave with a well-developed understanding that people around the world hold differing worldviews and that within religions, these worldviews can differ. They will understand

how this diversity enriches cultures and communities. Having learned about various major world religions and non-religions, the children will be able to discuss the impact of these worldviews and will be beginning to consider their own spirituality in a safe, accepting space.

Under the School's Standards and Framework Act (1998), parents have a right to withdraw their child from R.E. and should speak with the Head Teacher to consider this decision. See link to AMV website for further guidance:

<http://amvsomerset.org.uk/requirements/the-right-to-withdraw-from-re/>