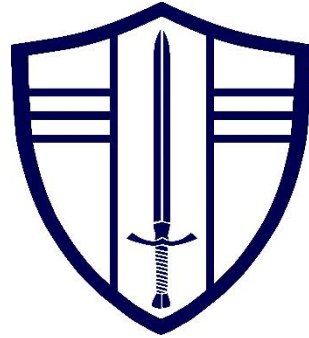




All Saints CE Junior Academy



RE Policy 2024 – 2027

Adopted	2024
Review Cycle	Three Years
Review Date	2027

All Saints CE Vision and Values

Assertion:

With God, nothing is impossible Luke 1:37

Values:

Kindness		Respect	
Generosity	Hope	Resilience	

Vision:

With God's guidance all things are possible if we treat people with **kindness** and **respect** and behave **generously** in our thoughts and actions. If we practise **resilience**, acting with **hope** and positivity, we can succeed.

Aims:

[In All Saints Academy we value kindness.](#)

We want to: be kinder than is necessary, be a good friend and supportive learning partner and enjoy the benefits that working with others can bring, develop empathy with others and show compassion.

[In All Saints Academy we value hope.](#)

We want to: hold onto hope, approach life with optimism and positivity, find joy in creating with words, art, music or technology, have fun, be happy and enjoy the world around us, make positive and healthy choices and look forward to the future.

[In All Saints Academy we value resilience.](#)

We want to: keep trying, have the confidence and determination to try again if we cannot do something yet, have the courage to accept our mistakes and to find alternatives, aim high and maintain belief in ourselves.

[In All Saints Academy we value respect](#)

We aim to: respect ourselves, listen to others and try to understand their opinions, appreciate similarities and celebrate differences, develop the ability to disagree in a reasoned and considered way.

[In All Saints Academy we value generosity](#)

We aim to: give to our local and global neighbours as generously as we can. We understand that generosity can mean giving not only money but time, attention and care.

INTRODUCTION

As a Church of England school, the teaching of Religious Education at All Saints is core to our curriculum. Through our Religious Education curriculum, we aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

We shall help our pupils prepare for their future by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

INTENT

Our RE enables pupils to gain a deep knowledge and understanding of the teachings, practices and beliefs expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

When studying RE, you need:

- To discuss – debate and converse about issues that relate to different religions and cultures.
- To be critical – able to identify problems, discrepancies and contradictions relating to people's faiths.
- To enquire – able to question and ask for justifications.
- To be inquisitive – want to know why, and how things work.
- To be appreciative – able to respect other people's faiths and cultures.

'There is no religion higher than truth and righteousness'. Mahatma Gandhi

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IMPLEMENTATION

In Key Stage 2 children will be taught:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary ?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 What kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Key	Christianity	Islam	Judaism	Hinduism	Humanist
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RE lessons, taught by the class teacher on a weekly basis, which is 5% of our curriculum time, and follow the East Sussex agreed syllabus, using 'Understanding Christianity' to help underpin the topics. The teaching of RE is closely monitored by the Subject Leader to ensure that the teaching is effective, engaging and inclusive for all our children. Lessons start with a key question for the children to answer and each week they answer smaller questions that link to help support them in answering the key question. These lessons teach the children about all aspects of Christianity and make clear links to other world religions such as Islam, Hinduism and Judaism. We believe it is important to make these links as many religious teachings give a similar message.

Through the year, there are many significant events in the Christian calendar such as Harvest, Christmas, Easter and Lent which we celebrate and remember, and we always mark these events in school. We are also mindful of the other faiths and try to acknowledge them as they occur, for example Ramadan and Eid as well as Diwali.

Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes in the syllabus and other subjects where appropriate, encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

With God, nothing is impossible. Luke 1:37

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A link to the extract of the East Sussex Agreed Syllabus which has been made publicly available can be found here:

https://www.retoday.org.uk/uploads/RE%20Today%20Website/RE%20Today%20course%20downloads/2022/East%20Sussex%20Syll%20launch/Extract%20of%20EAST%20SUSSEX%20Agreed%20Syllabus_%202022-2027.pdf

Special Educational Needs and Disabilities

Learning about religion can present barriers for some pupils because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. We recognise that the language of RE may be challenging for many pupils, eg: "language used in religious texts may be difficult to understand and will need to be explained " some vocabulary can have different meanings in different contexts, and " metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, creating confusion or misunderstanding. At All Saints we plan to teach new vocabulary explicitly at the start of a new topic. Making sure that pre-teaching of RE vocabulary may be needed for some pupils, where appropriate. It may be helpful to present the same information in a range of different ways to help understanding. Drama, role-play, games and simulations can develop understanding of such concepts

Equal Opportunities

We believe that it is the right of every child to receive Religious Education and as such all pupils are offered the opportunity to explore and engage with religious experiences, enabling them to grow spiritually and find meaning in their own way. Children with special educational needs will have equal opportunity to access these experiences. Staff can adapt programmes or find alternative multisensory approaches to meeting individual needs. For some special needs children, the specialist language involved in studying Religious Education can present a problem. Help should be given them in learning and understanding key words and specific language in Religious Education Similarly, the home language of a family should not be a barrier to learning in Religious Education at All Saints Junior School. Key words, visual aids and emotion pictures are examples of the support which should be provided.

IMPACT

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently. Children will make at least good progress from their last point of assessment. We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.

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- Assessing children's understanding of each unit's linked vocabulary before and after the unit is taught.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

Assessment Recording and Reporting

Formative Assessment

Formative assessment should be used within lessons to assess children's understanding and to adapt and change teaching to meet the needs of the children in the class. Each class is different, and the children will have different interests and experiences that will impact on their learning. It is important to reflect on these when planning projects.

Summative Assessment

It is important to track children's progress and attainment against the National Curriculum objectives, that are linked to the Church of England objectives.

Monitoring

Monitoring will be undertaken by Subject Leaders in line with the Subject Leadership Policy and where the subject is in the review cycle.

Teachers will assess RE with reference to the assessment and the marking policies. Parents will be informed on their child's progress at regular parent evenings and a written report given at the end of the year as part of the child's annual written report. as a whole class and whether the child is below, on track or exceeding expectations personally. These will be collated into whole school trackers in order to see progress made over time.

The right to withdraw from RE

Religious Education is compulsory for all our pupils unless parents make written application, to the Governors, for their child to be allowed to be withdrawn from these classes. We respect the child's dignity in this situation, aim to provide a purposeful Religious alternative activity, but we would prefer that all children be given the opportunity to study this subject in our school.