**ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL**

*'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'*

# RELIGIOUS EDUCATION POLICY

At All Saints Church of England Primary School, we are committed to creating a community that recognises and celebrates commonality and difference within a culture of respect and co-operation. Our Christian Values of Love, Hope and Community underpin all we do in school - for all who work, learn and use the services of our school.

**Legal Requirement**

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. At All Saints Church of England Primary School, Religious Education will be taught in line with the county agreed syllabus "Living Difference IV" and the school's trust deed. Religious education at All Saints Church of England Primary School will provide children the opportunity to explore Christianity in accordance with the principles of the Church of England and acquire knowledge of the beliefs and practices of other Christian denominations and faiths, and of other religious groups.

**Rationale**

Religious education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities through open, fair-minded enquiry.

At All Saints CE Primary School, our RE Curriculum develops successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. It is embedded with the Values of our school and within the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Indoctrination and conversion are **not** part of the educational process and therefore have **no place** in religious education. Religious education is an educational subject in its own right, taught within an educational framework.

**Aims**

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions'; for children to feel safe to explore and voice their own beliefs within an atmosphere of inclusivity and tolerance;
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities;
- To learn from religions in addition to gaining knowledge and understanding about religions.

**Practice**

The Contribution of R.E. to the wider curriculum:

We recognise the important contribution that the teaching of RE contributes to the development of children's spiritual, moral, cultural and social education. We see it as integral in the delivery of citizenship.

**Spiritual, Moral, Social and Cultural Development**
Through their Spiritual development, the children gain personal insights from their experience of learning, enabling them to reflect on the significance of their learning, and to connect it profoundly, creatively and healthily to themselves, other people, society and the environment.

Through their Moral development the children value diversity and engage in issues of truth, justice and trust, exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Through their Social development the children consider how religious beliefs lead to particular actions and concerns, investigating social issues from religious perspectives and recognising diversity of viewpoint within and between religions.

Through their Cultural development the children promote understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures, considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices, promoting racial harmony and respect for all, combating prejudice and discrimination.

**Planning**
A long-term overview of the RE curriculum provides an annual cycle, to ensure continuity and progression. Medium term plans are available for each unit of work. We use the 'Understanding Christianity' resource to support our teaching of Christianity across the school.

**Responsibilities**
It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE leader to ensure that the RE curriculum is effectively planned, assessed and resourced.

**Schemes of Work**
The Schemes of Work for RE follow the "Living Difference IV" strategy of delivery through the study of concepts.
Early Years look at Sikh Traditions and Christian Traditions along with other religions and beliefs as appropriate to the class.
KS1 study Christian Traditions and Sikh Traditions.
LKS2 study Christian Traditions and Jewish Traditions
UKS2 study Christian Traditions, Islam, Humanism (Y6) and Sikh Traditions (Y5)

**Teaching and Learning Strategies**
The RE curriculum will be delivered in line with the procedures agreed in the school's teaching and learning policy.

**Assessment, recording and reporting arrangements**
We assess children's work in RE by making informal judgments as we observe them during lessons. We record formally using the Hampshire RE assessment procedure and use the age-related expectation descriptors from the Living Difference Syllabus to assess. Teachers comment on progress in RE in each child's annual report. We recognise that sometimes learning may take place as part of a group and may be based on discussion or practical tasks. Work is marked once completed in line with the School's marking policy.

**Reference to other policies**
This policy should be read in conjunction with the school's policies on: equal opportunities, special educational needs and SMSC. The Church of England's Statement of Entitlement, ' Religious Education in Church of England Schools' also gives further information on school's statutory duty. This can be found on the School's website in the curriculum area under 'Religious Education.'

**Right of Withdrawal**
Parents have the right to withdraw their children from Religious Education as identified in the Education Reform Act. All Saints is a Church of England School where Christian Values underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in Religious Education and Collective Worship. It is the hope of the staff and governors that, in choosing to send their child to a church school, parents will be happy to allow their child to participate. School will engage with parents if withdrawal is requested to ensure legal requirements for withdrawn children to be supervised are met.

**Review**
This policy will be reviewed every year or sooner if updates are needed.
Standards in the quality of the delivered RE curriculum will be monitored by the RE Leader and Headteacher through monitoring of assessment, lesson observations, pupil interviews and work sampling.

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| Policy agreed: | November 2025 |
| To be reviewed: | November 2026 |