



ALL SAINTS' CHURCH OF ENGLAND ACADEMY RELIGIOUS EDUCATION POLICY



1. INTRODUCTION

All Saints' Church of England Academy is part of 'The Green Leek Federation' which comprises of two Church of England Academies. Our schools are beacons of light in our community. Our school is a beacon of light in our community. The light of Jesus inspires us to use our gifts with integrity so that we can shine and flourish together. Our vision, '**Let your light shine**', (Matthew 5:16) and values are promoted across the school by all children and adults in all that we do in our classrooms, outside them and throughout our community. They reinforce our relationships and our behaviour. They help us create confident, self-assured children who know how to treat others, as well as establishing a sense of community. Together we shine brightly as we live out the school's and Church of England's vision to enable every child to flourish and to live life in all its fullness. (John 10:10).

This policy outlines the purpose, nature and management of Religious Education in our school. It outlines procedures that have been agreed by the whole staff in order to enable us to achieve the school statement:

Religious Education

Within a Christian framework at our school, we aim to challenge and support all pupils to enable them to develop their talents and achieve their potential. All individuals are valued irrespective of ability race, gender, culture or faith.

At All Saints' Academy we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum, within a happy, caring, inclusive and safe environment. It will help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019)

We aim to enable each child to develop the personal and social skills necessary for them to become independent, responsible, active participants in their community through partnerships with home, our parish churches, local and wider community.

The policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion, contribution and involvement of local clergy and has the full agreement of the governing body.

The implementation of this policy is the responsibility of the staff with the support of the R.E. Subject leader.

2. THE CONTEXT OF THE FEDERATION

The Green Leek Federation comprises of two Church of England Academies that have been federated since 2014.

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the church at parish and Diocesan level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils."

Instrument of Governance

Catchment

All Saints' Church of England Academy serves communities where most of the children come from Christian homes representative of a wide range of religious stances. Approximately 5 % of pupils come from different backgrounds.

Within this context we are concerned with the nurturing of the Christian faith of those pupils, for whom it is appropriate, encouraging those of other faiths and challenging those of no faith background.

Statutory Requirements

Religious Education has been a statutory required element in the curriculum since 1944 and this requirement was expanded by the Education Reform Act of 1988. All schools have a responsibility to provide sound Religious Education for their pupils.

As Church of England Schools this is provided within the context of a Christian community in accordance with the trust deed that requires that Religious Education is in accordance with the principles and practices of the Church of England.

3. AIMS AND GUIDING PRINCIPLES

As Anglican schools, Religious Education lies at the heart of the curriculum and has an important role in reflecting and conveying the distinctly Christian character of the school. We expect the Christian ethos to underpin and be reflected in all aspects of school life, and in all areas of the curriculum.

Aims

Within the context of the National Framework, Religious Education should enable children to learn about religious and non-religious worldviews.

The purpose of RE is to pose and survey answers to deeply relevant questions that individuals, groups, from religious and non-religious worldviews, pursue in their search for meaning, purpose and truth in life. This process will be achieved through using a multi-disciplinary approach to explore a selection of core concepts that are relevant to most religion and worldviews, at increasing depth.

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religions and worldviews encountered and how these, in turn, might shape their own worldview.
- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

Children will encounter 'people in real life' who are inhabiting their religion or worldview through a diverse range of lived experiences and expressions. Peace and reconciliation will function as a focal point for our Religious Education.

Religious Education provides pupils with the opportunity to learn about Christian worldviews in the main and other world religious and non-religious worldviews, which give life and meaning. It also encourages pupils to consider their own responses under key core concepts which explore a range of enquiry questions. Religious Education aims to help pupils to explore different organised religions and worldviews with different beliefs and ideas and different ways of living. Children will explore stories, sacred texts, watch videos, ask questions, explore how different festivals are celebrated and ways

people worship. They will visit local places that are special to religious people in the community and listen to what worldview visitors have to say.

Objectives

- Encourage the development of wonder, awe, mystery and reverence;
- Reflect critically on the truth claims of Christian belief;
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society;
- Develop the skills to interrogate and interpret holy texts;
- Recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- Respond in terms of beliefs, commitments and ways of living;
- Develop a sense of themselves as significant, unique and precious;
- Experience the breadth and variety of the Christian community;
- Engage in thoughtful dialogue with other faiths and traditions;
- Become active citizens, serving their neighbour;
- Find a reason for hope in a troubled world;
- Understand how religious faith can sustain them in difficult circumstances, and in the face of opposition.
- Learn about other faiths, their beliefs, traditions and practices and from them, through encounter and dialogue;
- Recognise and respect those of all faiths in their search for God;
- Recognise areas of common belief and practice between faiths;
- Enrich and expand their understanding of truth while remaining faithful to their own tradition;
- Enrich their own faith through examples of holy living in other traditions;
- Recognise the common human quest for justice, peace, love and the common goal of the survival of life on this planet.

4. THE CURRICULUM

Agreed Syllabus

The governors have agreed that Religious Education and Collective Worship shall be in accordance with the principles and practices of the Church of England, and according to the guidelines of the Coventry Diocesan Board and the Warwickshire Agreed Syllabus (2024)

Curriculum Planning

Long Term Planning is undertaken within the context of the Coventry & Warwickshire Agreed Syllabus and Understanding Christianity units. A Long-Term grid identifies units of work to be covered and takes into account the school's whole-school cycle of learning (3-year cycle for mixed aged groups). Units have been planned along with 'Essentials and Adaptations for Small Schools with Mixed Age Classes' document to incorporate greater challenge for children in a year group above and areas for simplifying objectives for children in a younger year group. As a small school with mixed age groups, the school has to make difficult and complex curriculum decisions to create a curriculum that best fits our context.

Coventry & Warwickshire Agreed Syllabus aims to:

- Explore the great questions of life and death, meaning and purpose through **Core Concepts**;
- Core Concepts are explored using three main **disciplines** (theology, philosophy, and human and social sciences) through an **enquiry question**.
- As explorers, children will use the disciplines to develop tools and methods for learning.

As a Church of England Academy, we aim to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience. These Understanding Christianity units are mapped out between the Agreed Syllabus units.

Planned times in Key Stage 1 and 2 are allocated to cover the in-depth studies in Christianity and Islam.

The R.E. Subject Leader works with staff to produce Medium Term Plans, which identify broad learning objectives and activities and ensure consistency and progression.

The Place of Christianity in the syllabus

Christianity has a central role in the RE curriculum. It includes six areas of study:

- The Bible
- Jesus
- The Church
- Christian Festivals
- Worship
- Belief, Faith and Values

Units with a Christian focus chosen from the Coventry & Warwickshire Agreed Syllabus are supplemented by units developed by the school to enhance the teaching of Christianity.

Greater emphasis is given to:

- Christianity as a starting point for cross-curricular themes- Local Area Crosses leading to the celebration of Easter
- Christian symbolism and reconciliation through visits to Coventry cathedral as part of Year 6 World War II theme
- The celebration of Christian festivals

Understanding Christianity

The Understanding Christianity resources follow a structure of engage, enquire, explore, evaluate and express which we feel best fits our curriculum intent and impact. By addressing key questions, both resources allow children to explore core text or theory, examine the impact for believers and consider possible implications. Each unit incorporates the three elements:

- Making sense of the text – Developing skills of reading and interpretation; understanding how people of faith interpret, handle and use biblical texts; making sense of the meanings of texts
- Understanding the impact – Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within their communities and in the world
- Responding and making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and children's own lives and ways of understanding the world.

Children are encouraged to develop their understanding of the Anglican tradition.

- Close links with All Saints' Parish Church, including a shared Green Leek Reception visit, enables children to expand their knowledge of Parish life and through regular visits to the church, visitors to school and role play.

- Planned visits to churches and cathedrals both locally, nationally and internationally, as part of a bi-annual visit to France, extends understanding of the church beyond the parish.
- Cross-curricular links are used to enable children to recognise how the story of the Church of England has affected our national life.

Teaching about world faiths and world views.

Multi-Faith Religious Education is important for pupils in all schools irrespective of the variety of religious traditions present in the school community. Pupils will encounter religious diversity in their local, wider and world communities now and in the future. They will encounter it in all other areas of the curriculum, and it is therefore important that pupils learn that each religious tradition has its integrity, and that they understand its importance to those who believe.

Respect for World Faiths is fostered in order to enable pupils to develop greater understanding of the world and society in which they are growing up. Pupils are encouraged to see the faith of others in relation to their own. By properly valuing and understanding their own faith, people are both able to understand and respect others' faiths, and those who practice them.

In line with statutory requirements for Religious Education, Key Stage 1 pupils will have an engagement with:

- a) Christianity and Islam in a more in-depth study. The in-depth study of these two religions will include the Key Stage 1 core content material as described in the Key Stage 1 Programme of Study.
- b) Sikhism will also be studied in more depth.
- c) At least two of the remaining three principal religions will be encountered on at least one occasion.

In Key Stage 2 all pupils will have engagement with:

- a) Christianity and Islam in a more in-depth study. The in-depth study of these two religions will include lower Key Stage 2 and the upper Key Stage 2 core content material, as described in the Key Stage 2 Programme of study.
- b) Hinduism will also be studied more in-depth.
- c) At least two of the remaining three principal religions will be encountered, on at least one occasion.

Opportunities are planned for children to 'bridge' into another world of experiences through the use of visitors to school, visits into the wider community and the use of a wide range of resources including story, pictures and DVD.

Teachers build upon medium term planning in order to meet class and individual needs.

Time Allocation

The time allocation given to the Religious Education reflects the special status All Saints' Academy has as Church of England Primary Schools. At least 5% of curriculum time is spent on R.E. In order to enhance the effectiveness of learning experiences this sometimes takes the form of a weekly lesson, blocked time focused on a theme or a longer visit to a place of worship. Organisation is dependent on the theme being explored.

Foundation Stage RE is taught for a reasonable period of time through the seven areas of learning.

Key Stage 1: 32 hours per year

Key Stage 2: 38 hours per year

Right of Withdrawal

Parents have the right to withdraw their children from Religious Education. Teachers have the right to withdraw from the teaching of RE. Nevertheless, it is hoped that parents and teachers will accept the value of Religious Education as an important aspect of a balanced curriculum and the development of the 'whole child'.

The parent or guardian of a pupil at a voluntary aided or voluntary controlled school has the right to withdraw their child from all or part of the religious education provided. Parents are not obliged to state their reasons. In such an event, the school is responsible for the supervision of any children withdrawn by their parents or guardians unless they are receiving religious education from elsewhere.

5. TEACHING AND LEARNING

All teaching learning takes place within the context of a Christian framework. Teaching and learning styles in RE enable children to build upon their own experiences and extend their knowledge and understanding of religious traditions.

Pupils are encouraged to explore their experience of themselves as individuals, of the world around them and of their relationships with others. Children are encouraged to reflect and share their own feelings, and try to develop curiosity about people, objects, places and events around them.

A wide range of different learning styles are used in order to enable all children to explore concepts in ways that are most effective for them as individuals.

Learning opportunities are delivered through a combination of:

- Aspects of integrated topic work
- Discrete weekly curriculum time
- Teaching through subjects across the curriculum
- Visits within the wider community and visitors to school who share their knowledge and experience
- P.S.H.E. and Citizenship activities and school events
- Outdoor RE, reflective lessons.

The federation has links with All Saints' Parish Church, Leek Wootton, Cross Teach and Youth for Christ. These links include leading assemblies in school and in church, visits to the church to support learning and the appointment of foundation governors who serve on The Green Leek Federation Governing Body.

Assessment

Teachers monitor progress in knowledge, understanding and skills and this is reported in the annual report to parents.

Cross – curricular links

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts used within Literacy have religious themes or content, which encourages discussion. Ideas are recorded using a range of writing genres.

Computing

ICT is used where appropriate in Religious Education. The children find, select and analyse information using the Internet and Software. They also use ICT to review, modify and evaluate their work and to improve its presentation. Video clips from places of worship and religious practices, inevitably brings religious faiths and experiences to life for the children.

Personal, Social and Health Education

Through Religious Education, pupils are taught about the values and moral beliefs that underpin individual choices of behaviour. RE contributes to the discussion of topics such as smoking, drugs and health education. Values and attitudes required to develop as active citizens are enhanced through teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of others, children develop understanding of what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Religious Education is an important aspect of enabling children to develop spiritually and morally. Children consider and respond to questions concerning the meaning and purpose of life. They are supported to recognise the difference between right and wrong through the study of moral and ethical issues. Children explore issues of religious faith and values and, in doing so; they develop their knowledge and understanding of the cultural context of their own lives.

RE Policy reviewed: September 2025

Next review date: September 2027