

St Alban's C of E

Academy



Religious Education

Policy 2023-2024

Religious Education Policy

At St Alban's C of E Academy, we empower each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential.

Religious Education helps children to learn about their own religion and other people's religion as well as skills from religions such as those of consideration, tolerance, empathy, and respect.

It has a vital role in developing religious literacy and deepening pupils' understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and treated as an academic subject.

We ensure RE provides a more coherent, progressive, and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world. We ensure RE allows pupils to explore ways of extending their ability to think theologically and engage in theological enquiry as part of their learning in RE by building on a spiral curriculum.

Religious Education contributes to children's spiritual, moral, cultural, intellectual, social, and physical development by helping them to understand what religions teach, what it means to be a religious believer, and to be aware of experiences, which raise issues about the meaning of life. Religious Education in our school also helps children to learn not only about their own religion and about other people, but also to learn from religions, skills of:

Consideration

Tolerance

Empathy

Respect

Forgiveness

Friendship

We enable children to develop a sound knowledge not only of Christianity but also of other world religions such as Judaism, Islam, Hinduism, Sikhism and especially those that are the main faiths of children within our school enabling children to express their personal ideas and insights.

Children are also afforded the opportunity to deepen their understanding of the religion and worldviews as lived by believers through exploring the text and context, relating the actions of the believer to their beliefs, and discovering how it apply to the lives of other individuals from different faiths

Our Christian distinctiveness is woven throughout our curriculum to enable children to contribute fully to life (I have come that they may have life and have it in all its fullness. John 10:9-10) The holistic and spiritual element within our curriculum allows children to have a greater fulfilment and respect towards individuals and groups in society.

For example, within EYFS, children learn about why God may be important. In KS1, we ensure children build on this by learning about what some Christians believe God may be like as well as who made the world. In KS1, children learn about what some Christians may learn from the Creation story. Throughout, each key stage children are exposed to big questions. This means our children explore, relate, and apply to topics. Within topics in RE, children learn about local, national, and global issues. Strong community links are made within our curriculum, where children learn about local saints and heroes or heroines.

Intent

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Alban's C of E Academy our curriculum is designed to develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Our curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom.

Our curriculum is designed to allow each pupil to:



So that each pupil will:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Our Religious Education curriculum provides a broad and balanced education and allows our children to become:

- Successful learners, who enjoy learning, make rapid and sustained progress and achieve their very best in all they do.
- Confident Individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens, who can make a positive contribution to society.

The spiritual life of our school enriches the whole school community. We ensure our curriculum is enriched with awe and wonder:

For example, within EYFS, children learn from and about bible stories where they connect with the characters, express their thoughts and opinions through art about how they feel and why. Children listen to, appraise, and connect to music. They can reflect about the story of the music and what it may reflect about life and the narrative.

This can also be evident in KS1, where children are given the opportunity to encounter learning about life by learning about and from other religions, religious concepts, and global and ethical issues. Children are given the opportunity to reflect about life. Children learn from characters from bible stories as well as messages from art.

We create a platform in KS2 to provide the best possible opportunity for the children to have a strong understanding for the future. An example, children learn about the pillars in Islam and respond to their learning by explaining what they mean to them and others. Children develop a growing empathy with values of others and developing an understanding of the need to build meaningful relationships.

Our School Core Values

Our RE curriculum is underpinned by the values that we hold dear at our school.

Perseverance – Never giving up... bouncing back with resilience – The power of yet... being determined– Keep on trying...

Friendship – Being there for each other and learning from each other's values and beliefs...

Forgiveness – Moving on, looking forward

Trust – Your self-belief – you can be anything you want to be...

Justice – Give everyone a fair chance and everyone has a fair voice... Having and showing respect to all, to everyone own religion and their beliefs...

Thankfulness – Being thankful for all that we have, who we are and all that we can learn with and from one another...

Implementation

The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Understanding Christianity and the Agreed Faith Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Organisation and Planning

We plan our Religious Education curriculum in accordance with the Understanding Christianity. Each topic builds on prior knowledge and offers opportunities for children of all abilities to develop their skills as well as offering challenge as they move through the school.

We plan our curriculum in three phrases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plans on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. The RE subject leader keeps and reviews these plans on regular basis, taking into consideration the LDBE Agreed Syllabus as well as the pupil's interests and needs.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In Foundation Stage, Religious Education is an integral part of the topic work covered during the year. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Each class in both Key Stage 1 and Key Stage 2 will provide children a weekly Religious Education lesson, which will be 1 hour in duration.

Good Religious Education teaching builds progressively on pupil's prior knowledge. It also allows children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

We also provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

We promote and teach the children about the importance of British Values. They accept and engage with the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through this teaching and learning, pupils will demonstrate skills and attitudes that will enable them to participate and contribute positively in life inside and outside of the school community.

Our children are entitled to a RE curriculum which enables them to: ?

- Have a voice, be heard and for their voice and viewpoint to be respected. ?
- Have the chance to learn about religious traditions and about the world in which they live in.
- Can understand what religions teach and what it means to be a religious believer. ?
- Learn about religion by sharing an understanding of religious practices, beliefs, ideas, feelings and experiences. ?
- Understand the impact of religion on people's lives. ?
- Learn from religion by developing and reflecting on their own thoughts about what it means to belong to a faith community in our country and across the world. ?
- Ask sensitive questions that provoke thought and challenge. ?
- Understand and value the importance of truth, fairness, right and wrong. ?
- Learn in different ways, both inside and outside the classroom, inside and outside of school. ?
- To develop their creativity, critical thinking, to be independent and learn from one another.

Impact

The impact of the curriculum design will lead to outstanding progress and attainment over time at all key stages, from the children's relative starting points. The rich and broad curriculum and units of work will enable teachers to consistently plan lessons progressively, building on prior knowledge and the development of key skills to deliver lessons over the highest standard and children's outcomes to be of the highest quality. Children will be confident, resilient, self-motivated, independent learners, with a depth of understanding of different religions and their differing beliefs.

We will ensure that the curriculum is regularly monitored and reviewed. The learning and outcomes will also be monitored, and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

Review

This policy will be reviewed annually by staff, SLT and Directors of the Trust/CEO.