



JOHN 10:10 LIFE IN ALL ITS FULLNESS



# RE Policy

## September 2024

Reviewed by	Approved by	Date Approved	Next Review Date
Headteacher / FGB	Headteacher / FGB		

Signed:

Chair of Governors

Signed:

Headteachers

Albourne C E School Community is committed to providing high quality education through a broad, balanced and ambitious curriculum which is accessible to all pupils. All pupils are included in every aspect of school life, in an environment where pupils and adults are equally valued and respected so that everyone can live life in all its fullness.

*“Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many different religions as there are individuals.” Gandhi*

### **Our Vision for Religious Education at Albourne CE School**

Our vision for children at Albourne is to become religiously literate through balanced and well-informed conversations about beliefs and religions. All units are based around a key question using an enquiry approach to allow children to explore and make connections to these with other faiths.

Religious Education at Albourne CE School is based upon our School Vision and our Christian Values of: Perseverance, aspiration, respect, responsibility, kindness and courage.

We

We believe that Religious Education in our school contributes fundamentally towards the development of children’s social, moral, spiritual and cultural well-being.

### **Aims and objectives of Religious Education**

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus for Religious Education 2015. The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- *describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;*
- *identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;*
- *appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.*

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- *explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;*

- *express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;*
- *appreciate and appraise varied dimensions of religion or a worldview.*

Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:

- *find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;*
- *enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;*
- *articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.*

### **The Teaching and Learning of Religious Education at Albourne CE School**

Religious Education is a statutory subject of the curriculum for all pupils in each year group. RE at our school fulfils the Church of England Statement of Entitlement 2019. This includes Christianity being studied for 50% or more of the curriculum time in RE for each year group and RE being allocated more than 5% of curriculum time.

Our school has close links with our parish churches of Albourne and Sayers Common, which are an important part of our school community. The churches host our school for services throughout the year, such as Harvest, Christmas and Easter. Pupils also visit St Bartholomew Church in Albourne and Christchurch in Sayers Common to gain an understanding of the importance of our parish churches in our local community and the significance of different things that you find in a traditional church building.

Through Religious Education at Albourne, our aim is for children to:

- *develop their knowledge and understanding of Christianity and other religions and world views*
- *explore their own beliefs whilst learning about the beliefs, values and traditions of other religions*
- *develop their sense of themselves and the role they play in the wider community through developing sensitivity and respect towards others whose faiths and beliefs may be different to their own*
- *have the freedom to express their beliefs, viewpoints and ideas in the security of a non-judgemental setting*
- *to recognise that children come from a variety of religious backgrounds, those of strong religious belief or none, in addition to children from our Brethren community*
- *have time for personal reflection.*

To enable our children to do this we will:

- *use the close links established with our parish churches in Albourne and Sayers Common to enrich their Religious Education within the local community*
- *welcome visitors from other faiths into our school*

- *visit different places of worship in the local community and beyond*
- *use the school grounds, local area and forest school sessions to develop awe and wonder outside the classroom*
- *teach the children RE through cross-curricular topics, guided by the breadth of study requirements of the West Sussex Agreed Syllabus 2015*
- *celebrate festivals in the Christian calendar and learn about the festivals associated with other religions*
- *approach teaching in a variety of ways, including discussion, music, writing, drama, art and ICT*
- *provide opportunities for reflection, questioning, research and sharing of work*
- *ensure the school's equal opportunities policy is used throughout the curriculum, and that work being covered is appropriate to pupils who come from any religious background or none*
- *plan work for every child, regardless of their needs, that will allow them to explore and engage with religious experiences that will enable them to grow spiritually and find meaning in their own way.*

R.E. is taught through a key enquiry question and the enquiry cycle of:

- Engage – 'you might like to start with...'
- Engage/Enquire – This sets the scene for core learning.
- Explore - acquiring knowledge
- Evaluate – Focus on core knowledge. Key ideas? How have the children done these?
- Express – creative activity to show their understanding and insight to demonstrate their skills and knowledge

### **Assessment**

During the express part of the cycle children self-assess their learning and discuss with their teacher how they are doing to develop their own sense of progress and to evaluate their own knowledge and understanding.

Teacher assessment in RE offers proper levels of challenge and assesses children's progress in RE, rather than English.

Teachers assess the work of pupils in a variety of ways.

### **Monitoring and Evaluation**

The subject leader is responsible, alongside the Headteacher and the Governors for monitoring the provision and standards in RE.

The subject will be evaluated in a number of ways - regular pupil conferencing will support children in their opinions of RE teaching and the impact that it has within their own lives. Learning Walks and work scrutiny will be part of the monitoring. Actions thus identified will inform and add to the subject leader's action plan.

Pupil progress in RE will be reported annually to parents in the summer term.

Termly governors will be updated on whether pupils' progress for each year group is in line with age related expectations. The subject leader will report annually to the Governing Body in the summer term on progress and standards in RE. Plus contribute to the school's self-evaluation, as well as SIAMS documentation and preparation.

### **Resources**

Christianity –Understanding Christianity

Islam and Judaism- Emmanuel Project

The overview for the curriculum is on our website.

### **Withdrawal**

Parents are entitled to withdraw their children from RE lessons; they are asked to request this formally of the Headteacher. Class teachers must ensure that children who are withdrawn are given constructive alternative activities to complete.