



**ST ALBAN'S CE (AIDED) PRIMARY SCHOOL**

**Love, Courage and Fellowship**

**'Inspired to make a difference in God's world with excellence  
and love'**

## **RE Policy 2024-2027**

### **DOCUMENT INFORMATION**

**Reviewed by: FGB – Curriculum and Teaching**

**Last Review:**

Summer 2024

**Next Review:**

Summer 2027

**Review Cycle:**

every 3 years

## **‘Inspired to make a difference in God’s world with excellence and love.’**

### **Legal Requirement:**

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. In this school, this means the Agreed Syllabus for Religious Education for Hampshire. R.E. will be taught at St Alban’s CE (Aided) Primary School in line with the county agreed syllabus “Living Difference IV” and the school’s trust deed.

Religious education at St Alban’s CE (Aided) Primary School is firmly rooted in the basic beliefs of Christianity. As a school, we follow the ‘Understanding Christianity’ scheme of work to teach the Christianity Units ensuring these dovetail with Living Difference IV.

Children of all faiths and none are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences.

### **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. 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. This enables children to interpret and respond to a variety of concepts both within their own and other’s cultural, religious and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

### **Aims:**

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths including opportunity to visit these during their time at St Alban’s CE (Aided) Primary School.
- 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 ‘big questions’
- 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.
- To develop the children's own spirituality – focusing on self, others, beauty and beyond.

**Practice:** We recognise the important contribution that the teaching of RE contributes to the development of children's spiritual, moral, cultural and social education. We teach RE as a continuous subject every half term but will also encourage the promotion of spirituality as this occurs naturally through Collective Worship, conversations and questions.

**Planning:** A long-term overview of the RE curriculum provides a year's cycle, to ensure continuity and progression. This ensures that Christianity is the majority faith within each year group. All Christianity teaching uses the Understanding Christianity resource. Medium term plans have been produced for each unit of work.

**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 Subject Champion to ensure that the RE curriculum is effectively planned, assessed and resourced.

**Teaching and Learning:** All Christianity teaching uses the Understanding Christianity resource and the teaching of other faiths follows the "Living Difference IV" strategy of delivery through the study of concepts. At Key Stage 1 and 2, pupils follow the LA schemes of work, adapted to suit the ability and aptitude of the pupils and with a focus on Christianity and Judaism in Key Stage 1; Christianity and Hinduism in Lower Key Stage 2 and Christianity and Islam in Upper Key Stage 2. There are also opportunities in Lower Key Stage Two to revisit Judaism in greater depth and for Upper Key Stage Two to explore Humanism. The RE curriculum will be delivered in line with the procedures agreed in the school's Teaching and Learning policy.

Throughout their time at St Alban's CE (Aided) Primary School, children are given the experience of visiting a church, a cathedral, a Jewish synagogue, a Hindu temple and a Mosque.

### **Spiritual, moral, social and cultural development through RE**

Through teaching religious education in our school, we provide opportunities for spiritual, moral, social and cultural development. Children consider and respond to questions concerning the meaning and purpose of life. We aim to develop children's understanding of spirituality through exploring the mysteries of life and how these guide and connect us to each other, the world and beyond. 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 children to build a sense of identity and the ability to participate fully and contribute positively to life in modern Britain. Children explore issues of religious faith and values, and through this they have the opportunity to develop their knowledge and understanding of the cultural context of their own lives.

### **Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also teach respect for others and the need for personal responsibility in order to promote the values and attitudes required for citizenship in a democracy. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be members of our society who can make a positive contribution.

### **Equal Opportunities and Inclusion**

The teaching of RE is planned with due regard to the school's policy for Equal Opportunities. Children with special educational needs and children who show strengths in this area receive support, and/or challenge, from the class teacher and learning support assistant to undertake learning which is planned accordingly

In preparing children to engage positively in modern Britain, a diverse and rich multi-cultural, multi-racial society, we encourage and actively promote the respect and understanding of other religions and cultures. We teach children to follow Jesus' example to love others, regardless of race, culture or background and expectations for all members of the school community in this are very high. The school will respect faith traditions of all children attending the school.

**Assessment, recording and reporting arrangements:** Class teachers will assess RE work in line with the school's Marking and Feedback policies. Children's attainment in RE will be reported to parents as part of the annual written report to parents. Standards in the quality of the delivered RE curriculum will be monitored by the RE Subject Champion through monitoring of assessment, lesson observations, pupil conferencing and book scrutiny, feeding back to the Headteacher, SLT and Governors.

**Reference to other policies:** This policy should be read in conjunction with the school's policies on: Equal Opportunities,

Special Educational Needs,

Health and Safety,

Relational Policy

**Right of Withdrawal:** All parents are informed in the school prospectus and on the website of their right to withdraw their children from RE lessons. However, it is hoped that any parent wishing to do this will first discuss the matter with the Headteacher in order that the practical implications and reasons for withdrawal are fully explored.

This policy will be reviewed every three years.