



In our school we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”

Religious Education policy 2021

At Latymer All Saints our vision, and values, shape all that we do. Grounded in clear theology and rooted in the teaching and example of Jesus Christ we are committed to providing a broad and balanced religious education (RE) curriculum. At the heart of RE is the teaching of Christianity, and as an inclusive community we also learn about other religions. Through our school vision and core values of Love, Aspiration and Service, we seek to foster a deep respect for all and a healthy understanding, awareness and connection of and with the world within which we are called to serve.

Aims

- To ensure children know about and understand Christianity as a living faith that has shaped British culture and heritage and continues to influence the lives of people worldwide.
- To help children to know about and understand the other major world faiths and world views, their impact on society, cultures and the wider world.
- To assist pupils in the process of learning about and learning from religious practices, attitudes and moral values through investigation, discussion and enquiry, leading to a greater level of self-reflection and realisation of how they can contribute to a better world vision.
- To help children to become religiously literate - appropriate to age: able to give theological responses; demonstrate respectful attitudes; engage in meaningful dialogue and reflect critically and responsibly on their own convictions.
- To provide a balanced RE curriculum with a focus on the 3 disciplines – Theology (Believing), Philosophy (Thinking) and Human Social Science (Living) – within which children can develop their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- To help children to develop the ability to understand the feelings, beliefs and actions of others and thereby nurture a sense of tolerance and community.
- To encourage children to become more spiritually aware of themselves as individuals, reflect on their own experiences and develop a sense of their own identity.
- To enable children to have a clear understanding of right and wrong.
- To create moments to reflect and experience awe and wonder.
- To study and learn through a variety of different media, teaching methods and experiences: stories, artefacts, visual media, role play, written work, visitors and visits, BIG questions, discussions and debates, and active outdoor learning.

Curriculum Structure for the Delivery of Religious Education

The Education Reform Act (1988) requires that religious education be taught to all registered pupils. It is the Governors' responsibility to ensure that RE is provided for all registered pupils. This needs to be in harmony with the teachings and practices of the Church of England.

Parents have the right to withdraw children from the School's programme of Religious Education. Parents wishing to exercise this right must put this in writing to the school and will need to review their decision annually.

RE is timetabled for 1 hour in Key Stages 1 & 2, to be taught weekly through specific lessons (explicit), although where appropriate it can be approached using related topics (implicit).

Additional BIG Questions are linked to the cross-curricular themes studied by each year group - each half term, providing an extra 10-minute weekly focus. RE days and weeks planned throughout the year further compliment the already rich and varied RE scheme of work.

Curriculum Content

The London Diocesan Board for Schools (LDBS) Scheme of Work (SOW) is being followed across all keys stages including the Early Years Foundation Stage (EYFS). The focus of the SOW is designated to two thirds Christianity and one third to other world faiths. Children learn both about and from religious practices, looking at: beliefs and teaching; practices and ways of life; forms of expression, and identity and belonging; meaning, purpose and truth, and values and commitments.

It is the responsibility of the RE Lead to provide opportunities for training and on-going development of staff, as well as providing support in teaching the scheme of work. The RE lead attends termly meetings with the LDBS to ensure that provision is current and up to date. The RE lead meets half termly with representatives of each year group (The RE team) to support provision of RE across the school, to review and share best practice and as a way of monitoring provision.

Assessment

Assessment is based on a two pronged approach. Throughout a unit of work, teachers make a summative judgement based on:

- 1) A focus on learning about and from religion.

Teachers use a series of "I can..." statements relevant to the stage of development, that are based on two of the six areas of enquiry (beliefs and teaching; practices and ways of life; forms of expression, and identity and belonging; meaning, purpose and truth, and values and commitments) to help inform an overall judgement of a child's attainment in a given unit.

- 2) A focus on the 3 disciplines – Theology, Philosophy and Human Social Science.

Teachers use the 'RE Learning Journey' throughout a unit of work, as a means of assessing children's substantive knowledge and their ability to understand beliefs (Theology / Believing); ask and respond to questions (Philosophy / Thinking), and understand the practices and impact of faith on communities (Human Social Sciences / Living). Children's responses are recorded as an ongoing assessment of development.

The ongoing assessment throughout the year is used to inform a final judgement, and attainment and progress in Religious Education is reported annually to parents as part of their child's school report.

Resources

The RE Lead has responsibility for all resources and management of the RE budget, and will order resources where appropriate to support the teaching of RE in the school. The Lead ensures, that the profile of RE is maintained within the school, and the use of displays provide relevant opportunities to reflect and engage.

Some shared resources are kept in an easily accessible central area sorted according to faiths. Additional resources for some units of work are stored in each year group for quick and easy access, and each class has a set of bibles appropriate to age. Media such as DVDs and CDs are stored centrally (in the RE Lead's cupboard). Godly play materials can also be requested from the RE Lead.

Agreed by the Head teacher: _____ Date: _____

Agreed by the Governing Body: _____ Date: _____

Policy review date September 2023