



RE POLICY

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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School	means Clifton All Saints Academy
RE	means Religious Education
SEND	means Special Educational Needs and Disabilities
KPIs	means Key Performance Indicators

CURRICULUM INTENT

The School follows The RE Agreed Syllabus 2018-2023 Bedford Borough, Central Bedfordshire and Luton. The School values Religious Education and the aim is that children move to the next phase of their education with a developing understanding of the significance of religious and non-religious beliefs and their ability to articulate their own beliefs, ideas and values coherently. RE at the School is concerned with enabling pupils to become aware of religious aspects of life and to give them a greater understanding and knowledge of Christianity, as well as other major faiths. The content is concerned with the beliefs and religious practices of people and what these can mean as they live their lives. It also aims to develop skills and some understanding of religious ideas. Moreover, RE is also concerned with the search for meaning and purpose in life, both by the faiths' adherents, and/or the School's pupils themselves.

"The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living."

The RE Agreed Syllabus 2018-2023 Bedford Borough, Central Bedfordshire and Luton.

AIMS

The RE Agreed Syllabus 2018-2023 Bedford Borough, Central Bedfordshire and Luton aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas they study and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

CURRICULUM IMPLEMENTATION

The teaching and implementation of the RE Curriculum at the School is based on The RE Agreed Syllabus 2018-2023 Bedford Borough, Central Bedfordshire and Luton and this ensures a well-structured and progressive scheme of learning is in place. Teachers plan lessons for their class using the Agreed Syllabus to support their teaching and planning, ensuring that the three-fold elements are carefully incorporated throughout. Pupils are encouraged to reflect on what and how they learn through the use of open questions. Teachers use stories and storytelling techniques when appropriate and are an important element of the teaching of RE. Pupils will develop skills in using artefacts and pictures as a source of information about religions. Pupils will have the opportunity to go on visits to places of worship, including those of other faiths. Members of different faiths are invited into the School.

Children are encouraged to be excited and enjoy RE. Lessons are planned so all children can succeed and make progress. SEND children are supported and the curriculum is differentiated so all children make progress and are challenged. More detail can be found in our Curriculum Long Term Overview.

Early Years Foundation Stage

Pupils are taught:

- About religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.
- To listen to and talk about religious stories.
- Subject-specific words and use all their senses to explore beliefs, practices and forms of expression.
- To ask questions and reflect on their own feelings and experiences.
- To use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Key Stage 1

Pupils are taught to:

- Identify some core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Give clear, simple accounts of what stories and other texts mean to believers.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- Give examples of ways in which believers put their beliefs into practice.
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them.
- Give a good reason for the views they have and the connections they make.

Key Stage 2

Pupils are taught to:

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
- Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs.

- Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority and concepts.
- Make clear connections between what people believe and how they live, individually and in communities.
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

CURRICULUM IMPACT

Children at the School are enthused about the differing religious beliefs around the world. They are inquisitive; confident to explore ideas and thoughts. Through their RE lessons they make good progress, building on a range of concepts and beliefs. They retain knowledge about world religions and how these can impact on their own beliefs and lives. Most children reach age related expectations. RE work is celebrated and displayed around the School including in the entrance area and school hall. Children use their RE skills to enhance their understanding of their own well-being.

ASSESSMENT

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in RE is reported to Parents annually in school reports.

The curriculum overview can be found [here](#).