

Religious Education Policy

"The Lord Almighty is holy. His glory fills the world." (Isaiah 6:3)

We strive to live holy lives through "... love that is patient and kind" that "never gives up," enabling us to "Go out into the world, and love the people we meet." (Saint Paul and Saint Teresa)

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Responsibility	S Johnson T Pooley
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1.0 Document History

Version	Name of member of staff reviewing	Date	Amendments and comments
Version 1	Charlotte Harrison	September 2015	
Version 2	Charlotte Harrison	April 2020	The previous Collective Worship policy has been completely reviewed and updated.
Version 3	Charlotte Harrison	September 2023	
Version 4	Sarah Johnson	January 2026	

2.0 Principles

All Saints is an inter-church Academy with a distinctive Christian ethos. We celebrate the Roman Catholic and Anglican traditions. We worship together as one family, sharing values which are built on the teachings of Christ. In the Common Declaration which took place in Rome in 1966, the words of Pope Paul VI and Archbishop Michael Ramsey reflect a communion in shared these values:

"... desire that all those Christians who belong to these two Communions may be animated by these same sentiments of respect, esteem and fraternal love." (Common declaration; 1966)

Alongside clergy from both traditions, we view our work as a means of bringing together a Christian community which can provide a shared experience of God's love.

We are a welcoming school family responding to an ever changing society. We are proud of our Christian values and distinctiveness, cherishing each individual in their uniqueness. Our worship is invitational, offering each individual the opportunity to engage and grow in faith whilst allowing freedom for those of other faiths or none to be present with integrity.

Everyone is encouraged to acknowledge, celebrate and use their God-given gifts for the good of all in our vision of living holy lives. St Paul's Letter to the Romans provides the theological concept of this:

"So we are to use our different gifts in accordance with the grace that God has given us. If our gift is to speak God's message, we should do it according to the faith that we have, if it is to serve, we should serve; if it is to teach, we should teach; if it is to encourage others, we should do so." (Romans; 11:6)

In striving to live holy lives, we are consistently mindful of trying to be the best version of ourselves, living in the light of Christ. As a school family, we are dedicated to the intellectual, emotional and spiritual needs of one another. RE is an integral part of this.

3.0 Commitment to Equality

At All Saints Inter Church Academy we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. At All Saints, we are therefore committed to avoiding discrimination. We promote equality at all levels and recognise that by doing this, attainment and progression for all children will be improved.

RE at All Saints is inclusive and respects the integrity of all those taking part. It is appropriate to the ages, aptitudes and family backgrounds of all children. This means that the content and format will reflect the needs and understanding of our children. Please also refer to the inclusion, equal opportunities and diversity policy.

4.0 Teaching and Learning

Our religious programme reflects the Catholic faith. It provides a systematic presentation of the Christian way of life in ways which are appropriate to the stage of development of each child. Our religious teaching is based on the religious, social and educational experiences of each child. Some children will already be engaged in the process of catechesis. For others it will be their first opportunity to hear the Good News of the Gospel. We aim to provide all children with opportunities to recognise, reflect, value and test their experiences against Christian revelation and the experiences of others, so that their experiences take on a deeper meaning and grow. Religious Education is a rigorous academic discipline and as such it is taught, developed and resourced with the same commitment as other subjects. Planning allows for continuity, progression and assessment opportunities.

All Year groups are taught RE using the Religious Education Directory.

Ten per cent of curriculum time is allocated to the teaching of RE at Key Stage 1 and 2.

We focus on activities which evoke an active response in the children's lives and worship, and through which the children can express themselves. We provide activities that allow and encourage children to actively explore and reflect upon their own experiences and feelings freely and deeply, as well as upon those of others. We provide a balance between practical, investigative tasks and teacher-led activities, and between paired, small group and class sessions.

- Recorded work – writing, drawing, digital records
- Listening to or reading stories, poems, reports, accounts etc.
- Music – singing, listening, composing
- Art and photographs – investigation, appreciation, expression
- Meeting visitors, sharing personal experiences and asking questions
- Drama and role-play
- Investigating topics and collecting facts
- Prayer and celebrations in worship
- School visits
- Visitors

We strive to ensure that, where appropriate, links are made between religious education and other areas of the curriculum. In particular we draw on techniques from areas of philosophy and PHSE. We use a range of resources produced by CAFOD, and other charities/organisations. These enhance our RE and help to develop the global dimension of our curriculum. Links between other areas of the curriculum are made with the principles of Catholic Social Teaching. The school also has links with local clergy who regularly visit school and enhance topic areas. By offering these kinds of teaching and learning opportunities we encourage children to develop an understanding of the relevance of the following Gospel values in their lives:

- Love of God
- Love of themselves and others
- Care for themselves and others
- Service to one another
- Thankfulness
- Understanding of themselves and others
- Respect for themselves and others
- Giving of themselves to and for others

We encourage children to:

- Develop a spiritual understanding – a sense of awe, wonder and mystery, and a sense of God in the world
- Develop a sense of uniqueness and worth
- Have respect and tolerance for others who hold different religious views
- Develop an understanding of the obligations, responsibilities and joys of belonging to a Christian community.

We foster in children the ability to:

- Listen, think critically, ethically and spiritually
- Make informed judgements
- Take responsibility for their own actions
- Recognise the consequences of their own actions
- Examine, and evaluate their own feelings and motivations
- Choose, change and forgive
- Reflect on their actions and experiences
- Develop skills of interpersonal relationships
- Respond in faith, gratitude and love of God

5.0 Assessment, Recording and Reporting

We regard the purpose of assessing, recording and reporting as to ensure effective learning, to celebrate growth and achievement and to enable further progress and development.

Assessment, recording and reporting are related to overall RE aims, and the specific learning objectives of themes and topics. Teachers' end of term assessments are collated and analysed by the RE Leader.

Assessment is both formative and summative. The assessment of the progress made by individuals and groups informs daily and weekly planning. Children are given opportunities to reflect on and evaluate their own academic progress and spiritual development, e.g. during RE sessions, circle time. Peer and self-assessment are both becoming increasingly important and effective parts of the assessment process.

Recording of RE may take many forms and can include:

- Written work in books – accounts, poems, prayers etc.
- Work completed for display
- Art work and taped music recordings
- Photographs and recordings of drama work in progress

A formal reporting to parents takes place at the end of each school year. Assessment information is passed on to the next teacher at the end of each academic year and to secondary schools on transfer. Children's progress is tracked by the RE leader and reported to the Headteacher and School Governors.

The RE leader is responsible for the monitoring, evaluating and development of all areas of RE. The RE leader and Headteacher monitor different areas of RE. These areas include:

- Teaching and learning
- Percentage of curriculum time dedicated to RE

Most monitoring is done through direct observation, but also includes a scrutiny of planning and assessment, pupil voice and recorded RE work. Resources are audited and spending needs identified on an annual basis.

6.0 Linked policies

- Inclusion, equalities and diversity policy
- Visitors policy
- Collective Worship policy
- Spirituality policy