



## Abingdon Primary School

### RE Policy

Updated: March 2025

Review Date: March 2027

#### Intent

*At Abingdon Primary School we not only learn about religion but we learn from religion.*

The teaching of RE at Abingdon actively promotes the spiritual, moral, cultural and mental values of our pupils. We intend for RE in our school to be challenging, inspiring and fun. For it to develop our pupils' levels of religious literacy and conceptual understanding. We want our pupils to be able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then change their minds, if they choose to do so. We want pupils to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.

At Abingdon we support the notion that religion has a major position in public life and in promoting social and ethnic harmony and awareness. We believe that it is crucial to educate our pupils to understand and engage critically with religions, beliefs, and their representations in the media and throughout history. Our aim is for our pupils to leave Abingdon with an informed and empathetic understanding of different beliefs and worldviews.

Our RE programme is supported by the Local Authority. We review and evaluate it regularly to ensure provision is relevant, up-to-date and of the highest quality. The 3 core skill strands for RE are:

Strand A: Know about and understand a range of religions and worldviews	Strand B: Express ideas and insights about the nature, significance and impact of religions and worldviews	Strand C: Gain and deploy the skills needed to engage seriously with the religions and worldviews
<ul style="list-style-type: none"><li>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</li><li>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews</li><li>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li></ul>	<ul style="list-style-type: none"><li>Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li><li>Express with increasing discernment their personal reflections and critical responses to questions and teaching about identity, diversity, meaning and value, including ethical issues.</li><li>Appreciate and appraise varied dimensions of religion</li></ul>	<ul style="list-style-type: none"><li>Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li><li>Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li><li>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives</li></ul>

At Abingdon we know that RE education cannot exist in isolation. Therefore, it is part of a whole school approach and our Creative Curriculum provides a variety of opportunities for children to make links to other areas of learning and explore a wide range of social, moral, cultural and behavioural issues.

Our assemblies, monthly celebrations and whole school appreciation days help to develop the children's learning and understanding further and provide a platform for discussion to help our pupils become caring, respectful and tolerant individuals who can be part of a diverse community.

### **Implementation**

We use the Agreed syllabus for Religious Education developed by RE Today Services and the 5 SACREs of the Greater Manchester Hub: Manchester, Salford, Stockport, Tameside and Trafford, as the basis for our curriculum. At Abingdon, it has been agreed that the following religions will be studied:

- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

From the syllabus it is required that:

- In EYFS the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.
- KS1 - Christianity is studied (and one other principal religion in some depth)
- KS2 – Christianity is studied (and two other principal religions in some depth)

There are no presumptions made as to the religious backgrounds and beliefs/ values of the children and the staff. We value the religious background of all members of our 'Abingdon Family' and hope that this will encourage individuals to share their own experiences with others freely.

We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both children and staff.

We utilise the skills and knowledge of Christians in Schools (CIST) to assist teachers with CPD and to promote engaging lessons for children.

### **Impact**

The children at Abingdon enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing and understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing, diverse world.