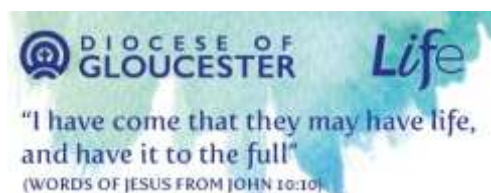


Model Policy for Religious Education in Church of England Primary Schools

Guidance from the Diocese of Gloucester's Board of Education

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Written in partnership with SW Area Diocesan Advisors

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Name of School: St Mary's CE VA Primary School

Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'

St Mary's CE VA Primary School is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022/South Gloucestershire Agreed Syllabus for Religious Education 2016-2021

The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: *Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together.* Quoting from the Church of England's Vision for Education: *Deeply Christian, Serving the Common Good, it continues Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

Full details of this document can be found in Appendix One.

Religious Education and the School's Christian Vision

The School's Vision:

Our vision is that of a caring, Christian community where we light the spark of curiosity, build on individual talents and give everyone the courage to live life in all its fullness. Based on John 10:10

There are three qualities we want our school family to be known for (and that includes not just the pupils, but the parents, staff and leaders too!). They are:

Care for one another

...so all are welcome in our school and no-one is invisible

Curiosity

...to ask why and how things happen - and keep asking!

The Courage to Aspire

...because we want to produce more than dreamers. We want to produce do-ers of dreams.

Building on these themes, RE in this school contributes to the outworking of our vision by teaching children about core Christian values and these values underpin everything we do.

The school has five core Christian Values:

Respect, Responsibility, Creativity, Perseverance and Friendship.

These guide us in our behaviour towards each other and influence the decisions that we make.

Religious Education Intent

The intent of Religious Education at St Mary's CE VA Primary School is to provide a coherent framework for setting high standards of learning in R.E and enabling pupils to reach their potential in the subject. Each year, children experience units of R.E, which explore diverse religions and beliefs. Pupils build on these units as they move through the school.

There is a clear teaching and learning approach at the heart of the syllabus, whereby all units encourage curiosity and enable pupils to 'make sense' of the religions and beliefs studied, 'understand the impact' of these beliefs in people's lives, and 'make connections' in their learning and their wider experience of the world.

R.E at St Mary's is not simply gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own curiosity and understanding of the world and how we live, in the light of their learning, developing understanding, skills and attitudes. The units encourage pupils to participate positively in our society, while respecting the right of others to differ. We aim to create a caring environment in which our children feel able to share their ideas, beliefs and experiences with their peers, whilst reflecting on their own ideas and ways of living.

School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development

Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/South Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be taught as discrete weekly lessons with the addition of standalone RE days.

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be taught as discrete weekly lessons with the addition of standalone RE days.

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022/ sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- RE has a high profile within the curriculum
- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

At St Mary's CE VA Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum

when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Approval/review by governing body

Headteacher signed: _____ **Date:** _____

Chair of Governors signed: _____ **Date:** _____

Date of next review: _____ **Date:** _____

Awaiting policy for the new Gloucestershire Agreed Syllabus.

APPENDIX ONE – Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Guidance Document

Section I – Assessment Tools

Proformas for end of unit relating to each strand

RE leader’s overview document for end of year

RE Assessment: Making sense of Belief

Please use child's initials in all boxes

| | | | | | |
|--|--|-----------------------|--|-------------------------|--|
| Class: | | | Teacher: | | |
| Year Group/s: | Boys: | Girls: | Teacher's role eg class teacher/PPA/HLTA | | |
| Pupil premium children: | | | SEND children: | | |
| Looked after children: | | | Disadvantaged children: | | |
| UNIT NAME | | | | | |
| Those pupils are working at age related are: | Secure – Pupils are able to... <i>Copy making sense of belief outcomes in focus</i> | | | | |
| | 'On Track' for Age Related Expectations: | | | | |
| For some their ability to complete outcomes are: | Developing <i>Pupils are not yet able to complete all of the above.</i> | | Exceeding <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i> | | |
| | Evidence of excellence <i>Give examples of above</i> | | | | |
| Contextual issues eg variety of teachers/ clashes with violin lessons etc | | | | | |
| Pupils who are of specific concern, | | | | | |
| Class Teacher response and next steps | | | | | |
| RE Co-ordinator/ leader response to this data and next steps to inform T&L | | | | | |
| Percentage of developing | | Percentage 'On track' | | Percentage at exceeding | |

RE Assessment: Understanding the Impact

Please use child's initials in all boxes

| | | | | | |
|--|--|-----------------------|--|-------------------------|--|
| Class: | | Teacher: | | | |
| Year Group/s: | Boys: | Girls: | Teacher's role eg class teacher/PPA/HLTA | | |
| Pupil premium children: | | | SEND children: | | |
| Looked after children: | | | Disadvantaged children: | | |
| UNIT NAME | | | | | |
| Those pupils are working at age related are: | Secure – Pupils are able to... <i>Copy making sense of belief outcomes in focus</i> | | | | |
| | 'On Track' for Age Related Expectations: | | | | |
| For some their ability to complete outcomes are: | Developing <i>Pupils are not yet able to complete all of the above</i> | | Exceeding <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i> | | |
| | | | Evidence of excellence <i>Give examples of above</i> | | |
| Contextual issues eg variety of teachers/ clashes with violin lessons etc | | | | | |
| Pupils who are of specific concern, | | | | | |
| Class Teacher response and next steps | | | | | |
| RE Co-ordinator/ leader response to this data and next steps to inform T&L | | | | | |
| Percentage of developing | | Percentage 'On track' | | Percentage at excellent | |

RE Assessment: Making Connections

Please use child's initials in all boxes

| | | | | | |
|--|---|-----------------------|---|----------------------|--|
| Class: | | | Teacher: | | |
| Year Group/s: | Boys: | Girls: | Teacher's role eg class teacher/PPA/HLTA | | |
| Pupil premium children: | | | SEND children: | | |
| Looked after children: | | | Disadvantaged children: | | |
| UNIT NAME | | | | | |
| Those pupils are working at age related are: | Secure – Pupils are able to... Copy making sense of belief outcomes in focus | | | | |
| | 'On Track' for Age Related Expectations: | | | | |
| For some their ability to complete outcomes are: | Developing Pupils are not yet able to complete all of the above | | Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them. | | |
| | | | Evidence of excellence Give examples of above | | |
| Contextual issues eg variety of teachers/ clashes with violin lessons etc | | | | | |
| Pupils who are of specific concern, | | | | | |
| Class Teacher response and next steps | | | | | |
| RE Co-ordinator/ leader response to this data and next steps to inform T&L | | | | | |
| Percentage of developing | | Percentage 'On track' | | Percentage exceeding | |

| RE Subject Leader End of Year Summary | | | |
|--|-------------------|---------------------|--------------------|
| Class | % on track | % developing | % exceeding |
| Making sense of Belief | | | |
| Understanding Impact | | | |
| Making Connections | | | |
| OVERALL | | | |
| Vulnerable group 1 (bespoke to schools' context) | | | |
| Comments: | | | |
| Vulnerable Group 2 | | | |
| Comments | | | |
| Vulnerable Group 3 | | | |
| Comments | | | |
| Pupil Voice Quotes on RE | | | |
| Examples of excellence | | | |

To be read in conjunction with school development plan, SEF and action plan for RE