



Religious Education Policy

"The Lord has done great things for us; we are glad." Psalm 126:3

Great Barton C of E Primary Academy

RE Policy

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Review Frequency – annually



Reviewed By -

Signature

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Comments-

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1.1 Our vision for Religious Education

Religious Education at Great Barton CE Primary Academy should enable pupils, staff and governors to speak about religious ideas confidently and in an informed way.

Our RE curricula should be vibrant, relevant and challenging, with pupils achieving the very best standards, and finding enjoyment and fulfilment in their lessons.

Our RE subject leaders should be encouragers, mentoring others both inside and outside the school, and looking to be involved in the wider RE community.

1.2 Provision

All schools and academies in England are obliged by statute to provide Religious Education. It is seen to be a key element of a child's education, a contributor to SMSC and a support to the understanding of British Values. Religious Education is a curriculum area; it is not the same as Collective Worship or a school's ethos.

Religious Education in all Church of England schools and academies is seen as having equal standing with the core subjects.

All schools should fulfil the relevant requirements of the 'Statement of Entitlement' for RE as published by the Church of England Education Office June 2019. Provision should be guided by this document.

The content, teaching, learning and attainment of RE in a church school are inspected as part of the SIAMS framework. In some schools this leads to a specific judgement as part of the report.

All schools should be familiar with what is asked about RE when schools are inspected. See the SIAMS Evaluation schedule @ <https://www.churchofengland.org/education/church-schools-schools/siams-school-inspections.aspx>

1.3 Aims

The broad aims of RE are set out in the Statement of Entitlement and the Suffolk Agreed Syllabus for RE. In our church school pupils can expect a curriculum that enables them to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse.

1.4 Leadership and Management

RE in all church schools should be well-led and managed. Positive support from senior management and governance are expected and key to achieving excellence in the subject. Continuity in leadership helps ensure ongoing progress.

Mrs Ratley and Mrs Mizen are RE subject leaders. The subject leaders will develop the subject, support and mentor staff, and monitor pupil progress and perceptions. Our foundation governors support the subject leaders and monitor the subject. Subject leaders are offered appropriate training, support and a good level of resourcing to do their job. Progress in RE is discussed at least annually at staff / governing body meetings.

1.5 Staffing

Teachers are entitled to professional support and development in their careers. All staff are offered appropriate and ongoing professional development in religious education. The school ensures that where HLTAs are used to cover RE, this is normally a part of a rotation of subjects to ensure broad professional development for both teacher and HLTA. We currently ensure that all RE teaching is carried out by a qualified teacher.

1.6 The curriculum

Religious Education in church schools should contribute to the school's Christian character and teaching about Christianity, rooted in the person and work of Jesus Christ, is at its heart. However, as inclusive communities, church schools encourage learning about and learning from other religions and foster respect for different world views. At Great Barton. Christianity is the majority religion studied in each year group and takes up at least 50% of the curriculum time.

All children are entitled to a broad and balanced curriculum and steps should be taken to ensure a range of teaching styles, groupings and resources to allow all children to make progress in RE.

At Great Barton CE Primary Academy we follow the Emmanuel Project, a scheme of work for EYFS to Y6, which follows an enquiry-based approach looking at the key beliefs and concepts which are important in different faiths. The scheme matches the Suffolk Agreed Syllabus.

We enrich our RE curriculum with creative and varied teaching methods and a range of visits and visitors, and aim to build a good bank of resources.

We look to enrich our pupils learning in RE further with additional whole school theme days on aspects of Christian Faith e.g. Pentecost, The Lord's Prayer.

1.7 Assessment

Assessment in RE is an important tool by which teachers know that children are making good progress and which enables them to plan future work. Assessment is based on pupils' mastery of knowledge and understanding related to the key questions addressed in the curriculum. Standards in RE should be equal to, or exceed, those of other curriculum subjects.

We ensure assessment tasks offer proper levels of challenge and assess children's progress in RE, rather than English.

Class teachers should assess the work of their pupils and ensure that this is done in a variety of ways.

Pupils should use self-assessment to develop their own sense of progress and to evaluate their own knowledge and understanding.

The Emmanuel Project offers a range of tasks in each unit to ensure teachers can measure the progress of their pupils. All teachers are now familiar with the solo (structure of observed learning outcomes) taxonomy (as proposed by Biggs and Collis) hexagons and use these to help assess pupils' progress in RE.

1.8 Monitoring, progress and standards

Subject leaders in all schools are responsible, alongside the headteacher and LGB for monitoring the provision and standards in their subject area.

The headteacher will enable the RE subject leader to monitor provisions and standards on a regular cycle.

The RE subject leader will monitor provision and standards in RE through observation, looking at work, talking to children and reviewing the curriculum regularly with staff.

The subject leader will report annually to the LGB on progress and standards in RE and contribute to the school's self-evaluation, in readiness for SIAMS.

A member of the LGB will assist in monitoring the subject, for example, conducting pupil perceptions and learning walks.

1.9 The withdrawal clause

In all schools, parents currently have the right in law to withdraw their children from the RE provided. This right does not extend to other areas of the curriculum where spontaneous questions may arise about religions or religious matters. Parents may arrange for their child to receive alternative religious education off-site as long as the school is satisfied it only affects the start or end of a school session.

We will:

Clarify for parents the educational nature of RE and ensure there is a clear procedure for requesting withdrawal.

Discuss with parents the management of their request for a child's withdrawal, noting whether it is complete or partial withdrawal.

Provide supervision for a withdrawn child remaining on the premises, but not additional teaching or materials which incur cost.

2.0 Links with the Diocese, Cathedral and parish church

All schools are part of an Anglican parish and all children should have the opportunity to visit a local church as part of their RE. In Church of England schools, this entitlement should be broadened to include an interactive relationship with the local church, growing connections with the Cathedral through the Discovery Centre Team, and an awareness of some Diocesan events.

We try to ensure that:

All classes should visit the local parish church (Holy Innocents) annually as part of RE.

Visits to the cathedral, or from the Discovery Centre Team, should take place for all children at least once during both KS1 and KS2.

Wider connections with the Diocese e.g. the annual schools' service, a visit from a Bishop or a Kagera Schools' Day, are encouraged.

2.1 SMSC in Religious Education

Spiritual Development in Religious Education

At Great Barton we look at the values by which we live. In our school we frequently discuss the meaning of our hashtags #Growth #Respect #Enjoy #Achieve and #Team. In learning about different religions and why people believe, we have the opportunity to learn from our experiences, to reflect on and interpret spirituality in our own lives and discuss and reflect on ultimate questions.

We are given the opportunity to be reflective about our own beliefs.

Moral development in Religious Education

At Great Barton we learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, and so on. We discuss issues such as people's responsibility towards the world and future generations. We have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

We are given the opportunity to recognise the difference between right and wrong, and readily apply this understanding in our own lives. We are also encouraged to understand the consequences of our behaviour and actions.

Social development in Religious Education

At Great Barton we explore similarities and differences in religions and cultures through which we should begin to link religion to personal action in everyday life. This is reflected in our relations with others in the classroom and our ability to work together co-operatively. Through the study of different religions, we are made aware of the similarities and differences we may have with other students in our class.

Cultural development in Religious Education

At Great Barton we learn about other religions and are given opportunities to see what it means to belong, to develop confidence in ourselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

We are given the opportunity to understand and appreciate the wide range of cultural influences that have shaped our own heritage and that of others.