Status:	Ratified	Owner:	Headteacher
Nominated governor:	Foundation Governor	Approved by:	Full Governing Body
Date of approval:	27.11.2023	Next review date:	November 2026

Model Policy for Religious Education – Preshute Church of England (VC) Primary School

Model Policy for Religious Education[1] (RE) Preshute Church of England School

This policy should be read in conjunction with the following policies:
Teaching and Learning
Feedback and marking
Behaviour for learning
Child Protection/safeguarding
Staff behaviour policy

At Preshute Primary School our Christian vision shapes all we do.

Live Life, Love Learning

"Love your Neighbour" **(Mark 12: 29-31)**

Our Christian values are:

Respect, Love, Kindness, Forgiveness, Empathy and Honesty

Our vision and Christian values are inspired by the story of **The Good Samaritan (Luke 10 25-37).** **Rationale.**

'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 educate for dignity and respect encouraging all to live life well together.'
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[2]) and for the religious freedom of each person.
RE Statement of Entitlement from the Church of England Education Office Feb 2019[3]
Preshute pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire knowledge and deepen their understanding of a range of faiths and worldviews. RE has a very high profile within the curriculum and makes a significant contribution to preparing our pupils for life in modern Britain.

Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religions and worldviews. We encourage pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

We aim for pupils to be inspired by the subject and that through their learning in RE they will develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world.

Legal Requirements
As a Voluntary Controlled (VC) School, we are required to follow the Wiltshire locally agreed syllabus drawn up by the standing Advisory Council for Religious Education [SACRE]

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[3] Church of England – Religious Education in Church Schools – A Statement of Entitlement – February 2019

The school teaches religious education according to the Wiltshire locally agreed syllabus, with additional teaching using Understanding Christianity and Discovery RE.
Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Aims of RE - Curriculum Intent
As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- Through exploration of core beliefs and using an approach that critically engages with biblical text, to enable pupils to know about and understand Christianity as a diverse, global and living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know about and understand different major world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and worldviews.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs, ways of living, thinking and values.

Curriculum balance
Reflecting the school's Church of England status, Christianity is the main focus throughout the school alongside other world faiths and beliefs.

Curriculum Implementation
At Preshute, we provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. The children engage in meaningful opportunities and experiences to discover more about people of all faiths and worldviews. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

Our teaching aims to challenge stereotypes, misinformation and misconceptions about race, gender and religion, through opportunities to explore religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Meaningful links are made between elements of religious belief and practice and aspects of the children's own lives for example, the way that they might apply insights gained from religious stories to their own lives.

- Visits to local churches and places of worship and visitors to school are encouraged.
- Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning, developing their knowledge and understanding through a variety of different ways:
    - Posing and discussing 'big' and challenging questions
    - Role play, drama, art and storytelling as well as quizzes, questions and answer sessions, discussions.
    - Reading and critically analysing texts: interpreting information from different sources.
    - Listening to and discussing with the teacher and other pupils.
    - Exploring relevant artefacts, pictures, photographs, music and drama.
    - Undertaking visits and welcoming visitors.
    - Taking time for reflection.

In line with the Statement of Entitlement we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- A curriculum that draws on the richness and diversity of religious experience worldwide

- The opportunity for pupils to deepen their understanding of the religion or worldview as lived by people in Britain and in the world.
- A pedagogy that instils respect for different views and interpretations; and in which real dialogue and theological enquiry takes place.
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources.
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Learning that makes a positive contribution to the children's Spiritual, Moral, Social and Cultural development (SMSC) and also understanding of British values.
- An assessment process which demonstrates progression based on knowledge and understanding of core religious concepts.

Managing the right to withdraw[4]

Parents have a right by law to withdraw their children from the Religious Education curriculum and our school will comply with any such request. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and ask that anyone wishing to withdraw their child arranges to discuss this with the headteacher and to take up the opportunity to discuss the contents of the RE curriculum in school before making this decision.

In the event that parents still wish to withdraw their child from RE lessons, our school will undertake responsibility for their supervision with regard to health and safety.

Resources

We ensure that children have access a range of resources such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese of Salisbury and where possible, visits to different places of worship.

Health and Safety

Health and safety issues may arise in religious education for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment and reporting

At Preshute, we ensure that assessment in religious education will:

- Be directly related to the expectations of the *Wiltshire Agreed Syllabus*, discovery RE and Understanding Christianity
- Be carried out through suitable opportunities identified in resources used in teaching, such as Understanding Christianity.
- Seek to identify pupils' development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.

[4] Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). *(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)* The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupils' knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

The Impact of RE - Assessment, Recording, Reporting
Class teachers carry out assessment against the objectives for each unit, which is shared with the RE subject leader. Parents are informed of their child's attainment in their annual report.

Monitoring and Evaluation
Governors have responsibility for monitoring the effectiveness of our RE curriculum and how we ensure our Christian vision is reflected throughout the school.
Key questions include:

i. How well does RE enable all pupils to develop knowledge and understanding of Christianity and major world religions and worldviews and their impact on society and culture?
ii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
iii. How well the children are able to articulate the school values and understanding of 'Love your Neighbour', and how this may be reflected in their own lives.

The headteacher has overall responsibility for monitoring and evaluation of the curriculum. The RE subject leader will assist the headteacher and governors by:

- monitoring long term and medium-term plans to ensure that all pupils receive their legal entitlement to religious education and that RE provision reflects the Church of England Statement of Entitlement.
- monitoring RE through work scrutiny and observation of teaching, carrying out pupil conferencing/pupil voice sessions; reviewing the learning environment/lesson visits.

The subject leader will also:

- Regularly review this subject policy to ensure that it remains up to date.
- Maintain an action plan to promote and develop the teaching and learning of RE
- Ensure all teachers have access to be able to help the children work towards expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff so that assessment informs future teaching.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.
- Liaise with the school's Diocesan adviser and/or the Diocesan adviser with responsibility for Religious Education