



Ruardean C of E Primary School

Religious Education Policy

Love of learning – Love of life – Love of one another

Policy Reviewed:	Bi-Annually
By:	Performance, Standards and Community Committee
Agreed:	12/07/23
Next Review:	Summer 2025
Policy Owner	RE Coordinator

Our vision

At Ruardean, our vision statement '**Love of Learning, Love of Life and Love of One Another**' is at the core of everything we do. It is rooted in '**You should love your neighbour as yourself**'. This vision reflects the compassion and inclusivity that the staff and pupils of the school show to all members of our community. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Introduction

Religious Education plays a central role at Ruardean C of E School. We hope that through our RE teaching we are able to nurture, stimulate and support our children and positively influence the caring capacity of our school so that they will always be sensitive to the needs of others. Our School Community which includes an attached Communication and Interaction Centre is based on Christian values which underpin the spiritual and moral development of every child. We follow six core values on a two-year rolling plan:

- Friendship
- Creativity
- Perseverance
- Respect
- Hope
- Responsibility

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.' Ruardean is a Church of England Voluntary Controlled School and follows '*The Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022 which has been extended to 2024.*

The Church of England's Statement of Entitlement

The Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. (Full details of this document can be found in Appendix One)

Aims of Religious Education

The aim of Religious Education at Ruardean School is *'to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. (Gloucs Agreed Syllabus)*

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning
- Develop knowledge and understanding of the beliefs and practices of other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings
- Enable pupils to develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- Be supported in their own search for meaning and purpose in life
- Develop a sense of awe, wonder and mystery
- Explore concepts of love, forgiveness and sacrifice
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis
- Develop attitudes of respect, sensitivity, open mindedness and self esteem
- Encourage a positive, enthusiastic attitude towards RE.
- Enable pupils to develop a range of desirable qualities such care, concern and responsibility for living things and the natural world.
- Develop pupils' understanding of charities and good causes.

Legal Framework

At Ruardean, as stated before we follow the *Gloucestershire Agreed Syllabus (2017-22 extended 2024)* a statutory document for a VC school. The syllabus is supported by the *Understanding Christianity resources (50% of the RE curriculum is based on Christianity)*

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of our school we would ask parents to discuss with the Headteacher any reasons they might have for doing this.

School approach to Religious Education

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Our religious education curriculum is planned in accordance with the Gloucestershire Agreed Syllabus. The Agreed Syllabus sets out three core elements which are woven together to provide breadth and balance within the teaching and learning about religions and beliefs. These three core elements are:

1. Making sense of a range of religious and non-religious beliefs.

2. Understand the impact and significance of religious and non-religious beliefs.
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious world views. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from RE including all pupils with Special Educational Needs and Disabilities (SEND) Our attached Communication and Interaction Centre accesses the agreed syllabus via the key ideas of connection, knowledge, senses, symbols and values (Five Keys planning model)

Curriculum planning in RE occurs in three phases (long-term, medium-term and short-term). The long-term plan (two-year rolling) maps the RE units studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term. The class teacher uses plans for each lesson which contain the specific learning objectives for that lesson (WALT, SC or WILF)

Class teachers and HLTAs are expected to:

- Encourage a positive, enthusiastic attitude towards RE.
- Start all RE lessons reflectively e.g. with a pause for reflection/listening to music/lighting candle/using scents etc.
- Plan lessons using clear objectives and be able to evidence how the objectives link to delivery and content in the classroom
- Teach the specific units on the long-term rolling plans
- Ensure that there are individual RE books (KS2) & individual RE folders (KS1) Class learning journey folder (EYFS)
- Have a learning wall on term's unit. Produce at least four pieces of written work per term.
- Start each unit with new vocabulary sheet/check understanding of vocabulary at end of unit
- Use a wide range of imaginative teaching methods and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.
- Demonstrate a respectful attitude towards all faiths, modelling the attitudes and responses we would expect from our pupils.
- Invite faith visitors to support their teaching and learning and where possible plan visits to places of worship
- Enable pupils to develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- Encourage pupils to develop a range of desirable qualities such care, concern and responsibility for living things and the natural world.
- Develop pupils understanding of charities and good causes

We maintain a close relationship with our village church 'St John the Baptist' The clergy play a pivotal role in delivering the Christian doctrine to our pupils in church and within the school Environment. Rev Clare helps develop worship for the whole school and support religious education in the school.

Organisation & Time Allocation

RE is taught mainly discrete and on a weekly basis but where possible it is included as part of a class topic or theme days. Pupils are taught the following faiths:

- Foundation Stage – Children encounter Christianity and other faiths, as part of their sense of self, their own community and their place within it (36hrs)
- At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year.
- At Key Stage 2 pupils study Christianity, Judaism, Islam, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year.
- Faith resource boxes are in the staff room for everyone to access.
- The long-term plan ensure opportunities for trips and visitors within the two year rolling programme.

Assessment/Recording & Reporting

Children's work in RE is assessed:

- By making informal judgements as they are observed during lessons. A piece of work is marked once it has been completed using the school's marking system and written comments are placed where necessary.
- On completion of a unit of work, teachers use the suggested Diocese assessment forms which focuses on one strand per term e.g. **belief**, **impact** or **connections** which is then used as a basis for our overall RE assessment.
- 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 RE Hubs
- Supporting teachers and HLTAs via co-planning, observing and giving feedback.
- Providing and sourcing in-service training for staff as necessary.
- Ensuring that staff receive adequate training in the teaching and assessment of RE e.g. familiarity with the syllabus and supporting resources such as Understanding Christianity
- 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
- Liaising with the governor who holds responsibility for RE and reporting to the governing body annually
- Ensure that the principles set out in the 'Statement of Entitlement for RE' are implemented.
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- 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 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 Ruardean 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 Headteacher 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, 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.