

## Sample RE Policy

### **xxxxx Church of England School/Academy**

This policy has been adopted by the Governors/Directors in consultation with the RE subject leader and teaching staff. It was approved on \_\_\_\_\_ and will be reviewed on \_\_\_\_\_.

*This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.*

#### The Purpose of RE at xxxxx Church of England School/Academy

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“our pupils’ ability to hold balanced and well-informed conversations about religion and worldviews”.

#### The Aims of RE at xxxxx Church of England School/Academy

RE at xxxxx Church of England School/Academy will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire/North Lincolnshire/North East Lincolnshire **[VA schools and academies have freedom to devise their own RE syllabus – please contact the Diocesan RE Adviser for further advice if you wish to do so]**

We deliver RE in accordance with the Church of England Education Office’s [Statement of Entitlement](#).

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;

- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
  - Considering the ‘big questions’ raised by human experience and reflecting on how religious and other traditions respond to them;
  - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

### The Context

xxxxx Church of England School/Academy is a small/large urban/rural school for children in the age range x to x. We work to the xxxxx Locally Agreed Syllabus for RE.

As a Church of England school/academy, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school’s distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

### Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

**RE curriculum time does not include values lessons, collective worship or assembly.**

## Scheme of Work and Planning

Our RE Scheme of Work is based on the xxxxx locally agreed syllabus **[and can be provided on request]**. RE will be based around termly themes/cross-curricular units. At KS1, the principal religions studied will be Christianity and [e.g. Judaism]; at KS2, the principal religions studied will be Christianity, [e.g. Islam, Judaism and Hinduism]. It is not expected that pupils will study all six major world religions in depth during their time at xxxxx C of E School/Academy, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage. **[As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle.]** The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

## Teaching and Learning

OfSTED guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the xxxxx locally agreed syllabus for RE/follow the guidance of the Lincoln Diocesan Board of Education in relation to assessment of progress and attainment in RE. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

## Resources

Xxxxx C of E School/Academy has invested in a wide range of appropriate books, artefacts, DVD resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

Our planning and homework tasks are available on the school intranet to enable parents to support their child's learning in RE.

## Visits and Visitors

We consider that an essential element of the delivery of good quality RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for

RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit xxxxx C of E School/Academy. These visits are arranged in accordance with the school's trips policy.

### Supporting All Learners

Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. At xxxxx Church of England School/Academy we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

### Inspection

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Xxxxx Church of England School/Academy is a VC/VA school. As such, progress and attainment in RE is/is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

### Monitoring and Review

We intend that this policy should operate for the next \_\_\_\_\_ years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with a folder of evidence of pupil progress in RE during each academic year.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as the school evaluation form for the RE Quality Mark, the RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

### Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.