

MARCH 2023

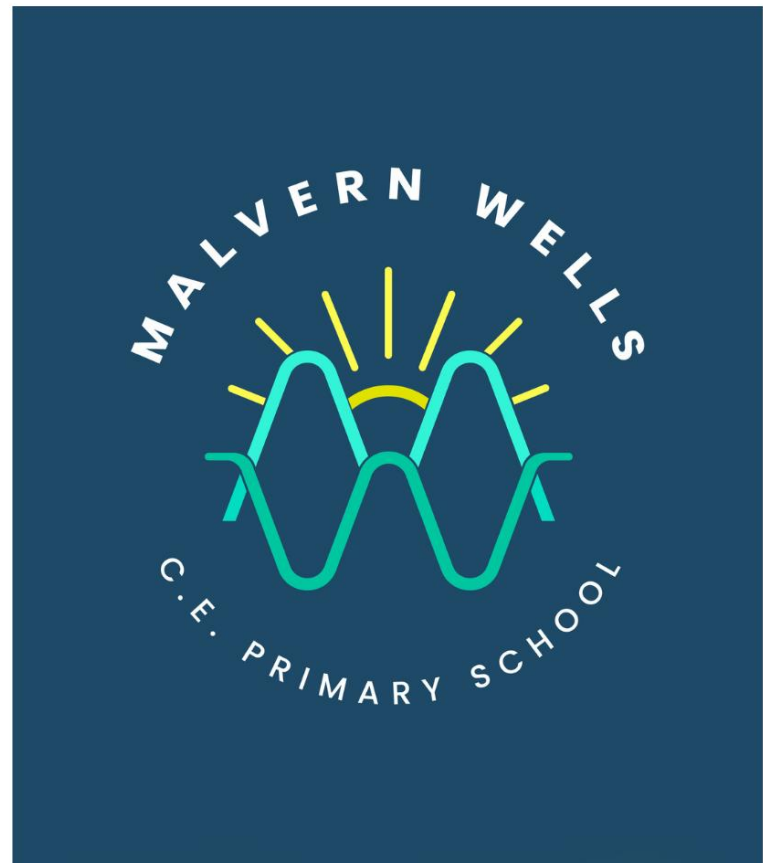
# RELIGIOUS EDUCATION POLICY

Nurturing Potential For A Brighter Future



REVIEW DATE

March 2024



*let Your Light Shine!*

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## Introduction

This policy has been written in the light of the Church of England's Vision for Education (Autumn 2016), Valuing all God's Children (Summer 2019) and through reflection on the 2018 SIAMS Evaluation Schedule for schools.

## Legal Position of Religious Education in School

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

Malvern Wells CE Primary School is a Church of England Voluntary Controlled School and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025.

## The Church of England's Statement of Entitlement

The Church of England's Statement of Entitlement (February 2019) outlines the aims and expectations for RE 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'.

## Religious Education and the school's Christian Vision

### The School's Vision:

Let your Light Shine.

Nurturing potential for an even brighter future.

'You are the light of the world - like a town on a hilltop that cannot be hidden.' – Matthew 5:14

Building on these themes, RE in this school contributes to the outworking of our vision by holding our Christian Values at the heart of all that we do. Together, children, parents, staff and the wider community have chosen the Christian Values that are the most important to us. As a school, we have a commitment to ensuring that all children leave Malvern Wells with these four core Christian values that will help shape them as excellent citizens and the role models of the future:

## **Compassion, Community, Commitment and Courage.**

## Religious Education Intent

The intent of Religious Education at Malvern Wells CE Primary School is:

1. The school's senior leadership team will:

- Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.
- Provide sufficient funding to ensure that implementation is high quality.

2. The curriculum leader will:

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more.
- Ensure an appropriate progression of RE skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling pupils and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Keep up to date with current RE research and subject development through an appropriate subject body or professional group.

3. The class teacher will, with support from the curriculum leader:

- Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Pursue support for any particular subject knowledge and skills gaps prior to teaching.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.
- Provide our children with knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain and the wider world
- Develop pupils' appreciation and understanding of the ways in which beliefs influence people in their behaviour, practices and outlook
- Develop in our children, a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth
- Develop skills which enable children to express their own ideas and beliefs and begin to consider how these impact their own and other peoples' lives
- Develop pupils' understanding and a positive attitude towards other people who hold belief different from their own
- Develop skills that enable children to find out and question key concepts such as belonging, purpose and truth

## 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.

We aim:

- To provide our children with knowledge and understanding of Christianity and other principal religious traditions represented in their **community**, Great Britain and the wider world
- To develop our pupils' appreciation and understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- To develop in our children a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth
- To develop skills which enable children to express their own ideas and beliefs and begin to consider how these impact their own and other peoples' lives
- To develop an understanding and a positive and **compassionate** attitude towards other people who hold beliefs different from their own
- To develop skills that enable them to find out and question key concepts such as belonging, purpose and truth, showing **courage** and **commitment** in doing so.
- To encourage the children to aspire to make a difference in this world, and the need, at times to demonstrate **courage** to do so
- Support children in being confident and **courageous** to demonstrate what they believe in whilst developing tolerance love and **compassion** towards others.
- Enable children to be confident in asking the big questions in life, faith and religion and to be **committed** in learning the answers.

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 Spiritual, Moral, Social and Cultural (SMSC) development.

## Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus, we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They 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
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

RE is taught as a discrete subject.

## Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 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.

As a school we track progress in RE through:

Informal assessments made by the teacher during and after each lesson, this informs future planning and teaching.

Assessment at the end of each RE unit using the 'Big Question', recorded in children's books.

Evidence of progress is seen in individual pupil books.

School reports are sent home in the Summer term of each year and the RE report is written with reference to attainment and effort in pupils' individual work.

## Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Malvern Wells CE Primary School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- 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 being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Strand 7.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that 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
- that 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
- appropriate support is in place to ensure the effective provision of RE.

### [The Right of Withdrawal from Religious Education](#)

At Malvern Wells CE Primary School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE 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.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- the learning objectives covered in RE so that parents can make an informed decision
- what supervision arrangements will be in place for child(ren).

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

## Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body regularly. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE

### **Approval / review by Governing Body:**

**Headteacher signed:**

**Date:**

**Chair of Governors signed:**

**Date:**

**Date of next review:**

**Date:**