



RE Policy	
Date adopted	Historic
Date reviewed	February 22
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Subject lead	Emma Barlow
Governor/Committee (where applicable)	Curriculum

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

Rationale for RE at Hanley St Luke's Primary School

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule 2018 (Strand 7) makes it clear that RE should reflect the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

The principal aim of Religious Education

The principal aim of Religious Education 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.

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Feb 2019), see link below:

http://smartfile.s3.amazonaws.com/d57a4d93b010f2ac6f24bc8cee2d789e/uploads/2_019/02/NEW-RE-Statement-of-Entitlement-for-Church-schools.pdf

Christianity will, therefore, be at least 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into

the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. As a Church Aided school Hanley St Luke's Primary School bases it on the decision made by the governing body in line with the Trust deed, taking account of the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% (closer to 10%) of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least 50% of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart. Other religions covered are Judaism, Hinduism and Islam

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith

- Develop pupils' ability to interpret and appreciate religious imagery and expression

Teaching and Learning Ethos and Curriculum Organisation

At Hanley St Luke's RE is taught creatively and actively with the needs of the children at the forefront. We use a range of strategies and drama techniques to enable children to engage with the learning and process ideas. These techniques will include:

- Role play
- Hot Seating
- Puppets
- Collages
- Mindfulness
- Debates
- Mind Mapping
- Story Boxes
- Engaging with visitors

Through this methodology we encourage children to ask, as well as answer probing questions, analyse problems, talk about their understanding, explore and challenge ideas and responses, make connections and see relationships.

Displays of children's work, in the classroom and wider school environment, are used to share and celebrate the children's reflections in RE.

The Foundation Stage

Throughout the Foundation Stage, children are encouraged to appreciate the values of Christianity and to understand Jesus' teachings.

This is developed through play, role play, songs and stories.

Nursery follow the whole-school long-term plan and use elements of the Locally Agreed Syllabus as well as the Understanding Christianity document, to develop building blocks for learning in Reception.

RE Planning and Assessment

RE is planned according to the Whole School RE overview that takes account of the Locally Agreed Syllabus and the Understanding Christianity document. It is a spiral curriculum that revisits key themes and concepts. Teachers plan with the principal aim at the heart of each lesson, working towards the end of unit and end of phase outcomes. Teachers assess prior learning and knowledge of specific vocabulary at the start of each unit, and recap, making links to learning in earlier lessons and years where appropriate, in each lesson. Each unit is also supported by a set of key facts, which give children cultural capital and build on prior learning to give progression.

Children work in red books when an activity needs to have a written outcome. At other times their work may be evidenced through displayed artwork, a class prayerbook or through photographs in the Class Book.

Marking of RE is always meaningful to the children and encourages progression. Work is more formally assessed, in a variety of ways, at the end of each unit and reported to the RE lead.

Resources

Classes have access to a class set of Bibles to use as appropriate for RE lessons and worship. Each class also has a selection of prayer books – gathered in a distinctive prayer area - available for children to access independently.

Quality resources for the teaching of all faiths including resource books and artefacts are available and we continue to invest in these.

Further resources are kept in the RE cupboards at the back of the staffroom. Including the handbooks for

the Locally Agreed Syllabus and the Understanding Christianity document.

As a school we also have memberships to access online resources from RE Today. We also enjoy making use of St Luke's Church as a place of both celebration and learning that is right on our doorstep.

It is the responsibility of the RE leader to maintain and order stock in accordance with the yearly allocated budget.

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE), Relationship & Sex Education (RSE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

Inspection of Church Schools

All Church of England dioceses and the Methodist Church use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act

2005. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the Education Act 2005. **Section 48 SIAMS** inspections will give a judgment on the progress, achievement, teaching, learning and overall effectiveness of RE in aided schools. However in all schools the contribution of RE to the school's distinctive Christian character will be assessed as will the impact of RE on SMSC and the way in which the subject is meeting the needs of learners and moving them forward in their personal spiritual journey.

[Right to withdrawal - see appendix](#)

At Hanley St Luke's Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Appendix

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is an aspect of the school's work which is subject to the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)**, whether VC, VA or academy.

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 occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.*** (Non-statutory Guidance 2010)

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils' own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (***Non-statutory Guidance 2010***)

It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests do not hamper their responsibilities to ensure equality for all and the promotion of British Values