
 <p><b>Shires</b> Multi Academy Trust</p>	<p>With God we grow to live life in all its fullness</p>	
<p><b>RE Policy</b></p>	<p><b>Issued:</b> November 2021</p>	<p><b>Issued by:</b> J Little - Headteacher</p>
<p><b>Policy Number:</b> FPS/0018</p>		

# Feckenham CE Primary School

## RE POLICY

<p><b>Date Policy Reviewed:</b></p>	<p>November 2021</p>	
<p><b>Date Approved by Governing Body:</b></p>	<p>25.11.21</p>	
<p><b>Signed Headteacher:</b></p>		<p>Jeannette Little</p>
<p><b>Signed Chair of Governors:</b></p>		<p>Julie Grieve</p>
<p><b>Review Date</b></p>	<p>November 2024</p>	

***'Blessed are those who find wisdom'***

**Proverbs 3:13**

At Feckenham Church of England Primary School we follow the Worcestershire Agreed Syllabus for Religious Education so – 'young people can develop their understanding of people, cultures, faiths and relationships' (Dr John Inge- Bishop of Worcester).

### **Religious Education and the school's Christian Vision**

#### **Vision & associated values**

Why are we here?

***'With God we grow to live life in all its fullness'***

We believe that all our pupils, staff and families are loved by God and as such are of intrinsic value. Our mission is to help everyone in our school flourish personally and academically; fulfilling their potential through the guiding principles of **wisdom, hope, community and dignity**.

***'A tree is known by its fruit'***

**Matthew 12:33**

***'Don't let anyone look down on you because you are young, but set an example in speech, in conduct, in love, in faith'***

**Timothy 4:12**

### **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'.

Feckenham CE Primary is a Church of England Academy, therefore Religious Education is provided in-line with the funding agreement and the academy 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'.

## **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 and Judaism or 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.

## **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.

A wide range of imaginative teaching methods ensure effective RE sessions, including Godly Play with our younger pupils. 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.

## **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 questioning, observation, completed tasks and low stakes retrieval quizzes. Our progression model mean they will be assessed against having a Basic, Advanced or Deep knowledge and understanding of the Threshold Concepts from Year 1 to Year 6.

School reports are sent home in the Summer term of each year and the RE report is written with reference to assessment records.

## **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.

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
- 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
- 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
- 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 Feckenham 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 every 3 years. 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

Long –Term Plan 2021 - 2022

	Autumn 1		Autumn 2		Spring 1			Spring 2		Summer 1		Summer 2	
Reception	Being special Where do we belong?		Why is Christmas special for Christians?		Why is the word God so important to Christians?			Why is Easter special to Christians?		What places are special and why?		What times/stories are special?	
Year 1/2	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who do Christians say made the world?	Muslim Creation Story	How should we care for the world?	Who is Jewish and how do they live?	Why does Easter Matter to Christians?	Who is a Muslim and how do they live?	What makes some places sacred?	What is the 'good news'?	Faith Comm.
Year 3/4	What is it like for someone to follow God?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the Creation story?  Christmas for Christians	What do Hindus believe God is like?	How and why do people try to make the world a better place?	What is the trinity and why is it important to Christians?	What kind of world did Jesus want?	How do festivals and worship show what matters to a Muslim?	What is 'Good Friday' for Christians?	How do people mark the significant events in life?	What is the Impact of Pentecost?	How do festivals and worship show what matters to a Muslim?	What does it mean to be Hindu today?
Year 4/5	Why is the Torah important to Jewish people?	What does it mean if Christians believe God is holy and loving?	What matters most to Humanists and Christians?	Why do Christians believe that Jesus is the Messiah?	What does it mean to be a Muslim in Britain today?	What does it mean to be Hindu today?	What would Jesus do?	How do festivals and family life show what matters to Jewish people?	What does it mean to be Hindu today?	How and why do people try to make the world a better place?	What would Jesus do?	What does it mean to be a Muslim in Britain today?	

Resources to support R.E.

Understanding Christianity, BBC Clips, Discovery Education, RE Today publications, Persona Dolls and artefacts