

## Model Religious Education Policy

An RE Policy should include: -

1. The school's Christian vision.
2. A statement regarding the legal position of RE in your school (Controlled, Aided or Academy) including the syllabus taught in the school. If relevant, reference should be made to the Locally Agreed Syllabus (*Only LA VC schools are legally obliged to follow this.*)
3. A Rationale/Aims for teaching RE. The Church of England Education Office Statement of Entitlement (2019) should be consulted for advice here.
4. The distinctive contribution RE makes to the life of the school and other curriculum aims, including spiritual, moral, social and cultural development.
5. A section on approaches to teaching RE (optional, but valuable). This might include reference to links with members of religious traditions and places of worship, in the neighbourhood and beyond.
6. Information about the way RE is organised. This will include the amount of curriculum time devoted to RE, and explanation of how RE is taught i.e. as a discrete subject or part of topic work or humanities etc. Also here would be a statement about which religious traditions are taught at which KS, and where teachers find support and resources for their teaching.
7. Arrangements for assessment and recording.
8. Arrangements for monitoring standards of teaching and learning in RE and a statement about how RE contributes to School Self Evaluation
9. Responsibilities for RE within the school, (Head, teachers, Governors)
- 10. Parental Right of Withdrawal from RE (absolutely essential)**
11. Other generic policy statements the school would normally include in any curriculum policy
12. Review date.

In the following sections, text in black is guidance suggested for inclusion in the school's policy, and text is in blue font provides options for selection.

## Religious Education Policy ..... School

School Vision Statement here

### **2 A statement regarding the legal position of RE in your school. (VC or VA or Academy with a VC or VA heritage) including the syllabus taught.**

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

..... is a Voluntary Controlled school and we teach RE in line with the Locally Agreed Syllabus

#### **OR**

.....is a an Academy with a VC heritage therefore the provision of RE must be in accordance with the guidance for academies in accordance with their funding agreement. The Governors in consultation with the Head teacher, following advice from the diocese, have decided to adopt the locally agreed syllabus/other named syllabus and supplement this with material from (*the Diocese and elsewhere*).

#### **OR**

.....is a Church of England Voluntary Aided School/Academy with a VA heritage therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher, following advice from the diocese, have decided to adopt the Locally Agreed Syllabus/other named syllabus and supplement this with material from (*the Diocese and elsewhere*).

### **3 Rationale for teaching RE**

Here, at ..... Church School, religious education is a vital part of the curriculum, enabling each pupil to flourish. It connects with our Christian vision, whilst being an academic subject that is non-confessional in nature. As with all Church schools, the study of Christianity, focussed on the teaching of Jesus and the Church, is central. We want our pupils to gain a rich knowledge of Christian belief and practice, including the ways in which it is unique and diverse. As an inclusive community, we study a range of religions and worldviews, fostering respect for the right of all people to hold beliefs.

The aims of the subject are for pupils:

- To know about and understand Christianity as a diverse global living faith, through the exploration of core beliefs, using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage, and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

*(NB these are taken from the Statement of Entitlement, reflecting Church of England expectations of religious education. You may wish to reword them slightly for your context)*

You may wish to add in aims from the agreed syllabus used by the school.

#### **4 The distinctive contribution RE makes to the life of the school and other curriculum aims**

*It is desirable to include some statement about the way that RE reinforces the Christian values and character of the school, shown in the prominence given to the teaching about Christianity:*

As a church school we are called to find ways for each pupil to have a life enhancing engagement with the idea of Jesus and his importance to Christians, and with Christian faith and practice. Being part of Birmingham Diocese, this means that we endeavour to ensure that encounters with the Christian faith will be positive for the pupils. The values and character of our school are shown in the way that attention is paid to the teaching of world faiths, particularly those represented in the school community and local neighbourhood, and in the respect shown, and fostered, for the religious freedom of each.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting our positive and inclusive school ethos that champions democratic values and human rights, as well as British values.

#### **Spiritual, moral, social and cultural development**

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

#### **Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

#### **5 Approaches to teaching RE**

High quality learning experiences in RE are designed and provided by careful planning using (the locally agreed syllabus), and seeking diocesan advice. [We draw upon the Understanding Christianity resource with its well-conceived and creative learning experiences.](#)

In order to make religious education a lively, active subject we employ a variety of teaching methods including drawing on range of media such as artefacts, pictures, photographs, music and drama as well as providing opportunities for outdoor learning. We use a variety of approaches of helping pupils to appreciate, and to begin to develop critical thinking about, religious life and teachings, including enquiry based and philosophical approaches such as posing and discussing 'big' and challenging questions. Such thinking skills are developed through exploring texts, using stories, and discussion with the teachers and other pupils. We encourage a reflective approach to life by taking time for silence and thinking. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. [Do add any other means used.](#)

Pupils are offered tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage them all, whilst extending the most able and providing support for those who need it. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Religious Education at .....school is taught in the following way:

We use as a basis for our planning the .....Scheme of Work. As a source of ideas and teaching strategies we also make use of

.....

## **6 How RE is organised**

This will include the amount of curriculum time devoted to RE (up to 10%, but at least 5%) how RE is delivered i.e. as a discrete subject or part of topic work or humanities etc; what religions are taught at which KS, and (possibly) advice about where resources are stored.

(In accordance with the structure of the locally agreed syllabus) we have decided that

At KS 1 pupils study Christianity and .....

At KS 2 pupils study Christianity and .....

At KS 3 pupils study Christianity and.....

At KS 4 pupils follow.....

## **7 Assessment and Recording of RE**

In line with the school policy on assessment and recording

## **8 Arrangements for monitoring standards of teaching and learning in RE and something about how RE contributes to School Self Evaluation**

The subject leader will monitor RE within the school through analysis of results of assessment processes and .....

The subject leader may be asked to contribute to the Church school self evaluation process.

## **9 Responsibilities for RE within the school, (Head teachers and Governors)**

*You may wish to summarise this section.*

As well as fulfilling their legal obligations, the governing board and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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;
- all those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD;
- all teaching staff and governors understand the distinctive role and purpose of RE within church schools.
- the governing board monitors provision and achievement in RE effectively.
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject.

## **10 The right of withdrawal from RE [a section on this has to be included]**

Parents have the legal right to withdraw their children 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. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at .....school.

(If students are withdrawn from religious education, include a statement explaining how the school will supervise them)

**I 1 Other generic policy statements the school would normally include in any curriculum policy**

**I 2 Date of policy review:**