



Diocesan Education Team

 THE CHURCH  
OF ENGLAND

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WORCESTER



# Policy for Religious Education

**I Peter 4:10 God has given you gifts.  
Use them well to serve one another.**

Author: Rev. Duncan Hutchison – Diocesan Education Adviser



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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'.

The Littletons CE First School 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'.

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

#### **The School's Vision:**

Just as God, has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is free to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.

**belong, believe, achieve**

**Peter 4:10 God has given you gifts. Use them well to serve one another.**



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### Religious Education Intent

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.

Our Religious Education curriculum is designed to provide all children with the knowledge of worldwide religions so that they can appreciate the diversity of the world in which we live.

We aim:

- For children to develop confident religious literacy.
- To provide a rich, deep knowledge and understanding of Christian beliefs and practice.
- To recognise Christianity as a unique and diverse worldwide faith.
- To provide knowledge and understanding of a range of religions and worldviews.
- To provide knowledge and understanding of non-religious views.
- To provide opportunities to develop and explore own religious, spiritual and philosophical thoughts.
- To engage in the meaning of texts, beliefs, rituals and practices.
- For children to demonstrate respect when finding out about a range of religions, beliefs and worldwide views.
- For children to make sense of and understand different beliefs and views.
- To equip children to make connections between different beliefs and views.

At the heart of everything we do is our goal to extend children's understanding of language as we recognise this improves the life chances of every child as they grow into adulthood. This is embedded through our RE Curriculum as all children are given the opportunity to enquire, analyse, interpret, evaluate and reflect.

Having the ability to be respectful and personally reflect provides them with the lifelong values and skills needed in the wider community, ensuring that everyone is accepted and understands what it means to belong.



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### **School Approach to Religious Education**

In-line with all church schools, The Littletons has duty to provide accurate knowledge and understanding of religions and world views.

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.



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### Intent & Time Allocation

The Worcestershire agreed syllabus for Religious Education is being taught which provides our children with the opportunity to explore the different beliefs people hold and how this influences the life they live, as well as equipping them with the skills to reflect on their own ideas in a multicultural world in which we live. The scheme explores the elements of making sense, understanding the impact and making connections. A safe learning environment ensures children are encouraged to discuss and share their own views as well as listen to the views of others.

When teaching Christianity, The Understanding Christianity project is used to give children a knowledge of Christianity as a worldwide faith. The coverage of units has been carefully planned to ensure that all core concepts of Christianity are covered at different levels throughout the child's time at The Littletons.

Teaching about Christians is a minimum of 50%. The units have been planned to match important events in the Christian calendar and comparisons across world faiths are encouraged where possible.

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 50 minutes per week plus RE Days and opportunities in continuous provision.
- at Key Stage 1 pupils study Christianity, Judaism and Islam - RE will be taught for at least for 1 hour per week plus RE days.
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 1 hour per week plus RE days.

We have a 2-year rolling plan that is reviewed and adapted yearly, to account for mixed age classes and to ensure a balanced coverage of worldwide religions.



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Assessment grids are completed at the end of a unit to show attainment. Work is marked in line with school's Marking and Assessment Policy.

- RE reflection books are not marked as our policy is that a judgement should not be made on personal thoughts, ideas or reflections about religion.
- There is an expectation that Religious vocabulary is spelt correctly.
- RE work should be bound in class folders or individual RE books to emphasise the special nature of this subject to our school.

Children are given opportunities to reflect and develop their own ideas and ways of living. Across school, children's own beliefs are encouraged through discussion and children in Key Stage 2 are encouraged to write down their own thoughts on beliefs in their individual reflection book.

### 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 responses to The Big Questions, pupil conversations and record attainment on assessment grids linked to each unit.

School reports are sent home in the summer term of each year and they include a written report on children's attainment and attributes in RE lessons.

### 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 The Littletons 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*



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- 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 The Littletons 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).





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We would ask any parent considering this to contact the Headteacher/RE Leader 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

**Approval / review by Governing Body: November 2021**

**Date of next review: November 2024**