



St Anne's CE Primary School & Nursery

Religious Education Policy

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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 2023 [SIAMS Evaluation Framework](#) 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'.

St Anne's CE Primary School and Nursery is a Church of England Voluntary Controlled School and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025. Here, RE is a core subject.

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

At St Anne's C.E. Primary School and Nursery, we aim to ignite a lifelong love of learning. We deliver a curriculum, underpinned with strong Christian values, that meets the needs of all learners. Our curriculum drivers recognise our contextual needs. The success of our learners is celebrated at every stage of their learning journey and into the wider world. Our simple but effective rules; Ready, Respectful, Safe are well embedded and afford our whole community clear expectations of one another. It is our mission that every child leaves our school having achieved their full potential and they are ready to shine their light into the world.

Building on these themes, RE in this school contributes to the outworking of our vision by:

- Providing a Christian ethos that is woven throughout school life.
- Nurturing our children's mental health and wellbeing, giving them a sense of belonging, knowing that they are cherished and important.
- Modelling our approach to behaviour, to ensure our whole school community is ready, respectful and safe.

- Instilling a strong sense of community, so that children understand their place in the world and the responsibility they have to the local, national and global communities.
- Ensuring that our Collective Worship encompasses our vision and Christian Values.
- Teaching a curriculum that inspires a passion and curiosity for learning.

Religious Education Intent

At St Anne's CE Primary School and Nursery, we aim to meet the needs of all pupils in creating a curriculum that encourages children to become learners who celebrate diversity in RE. Our core values, particularly Respect, Commitment and Wisdom will be used to encourage children to understand and talk about different religions and beliefs. The curriculum is designed to progressively develop the children's knowledge and understanding of our ever-changing diverse world. We aim to nurture the children's natural curiosity and love of learning so that they are able to talk without fear of their own beliefs and how these show them to be 'Lights of the World' through their own community links.

By the end of Key Stage 2, and in preparation for Key Stages 3 and 4, our curriculum for RE aims to ensure that all pupils:

- **Know about and understand a range of religions and worldviews**, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- **Express ideas and insights about the nature, significance and impact of religions and worldviews**, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
 - appreciate and appraise varied dimensions of religion.
- **Gain and deploy the skills needed to engage seriously with religions and worldviews**, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
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The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills

needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. This will enable them to shine in the world and their own community.

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 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 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.

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.

At St Anne's CE Primary School and Nursery there is a progression of skills document to support the planning and assessment process, taken from Worcestershire's Agreed Syllabus. The planning, delivery and assessment of all RE is monitored by the subject lead and is overseen by the Deputy Headteacher (responsibility for teaching and learning) and the Headteacher.

Formative, ongoing assessment is carried out in RE through direct observation, completed work and pupil contribution to lessons both individually and through group, paired and discussion work.

School reports are sent home in the Summer term of each year and the RE report is written with reference to assessment records as well as 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 St Anne's CE Primary School and Nursery 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 Inspection Question 6.

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 St Anne's CE Primary School and Nursery 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 two years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in legal position framework for RE