



**Neatishead and Salhouse Federation**

# **Religious Education Policy**

## **Document History**

Date	Reason For Change	By	Approved By

**Signed by .....J Church..... Headteacher date: .....21/06/17.....**

**Signed by .....S Powles..... Chair of Governors date: ...21/06/17.....**

## **Roles and Accountabilities**

The Governing body is accountable for all policies across the federation. All policies are written and implemented in line with our ethos and values. We are committed to the provision of high quality education in the context of the Christian values where individuals are valued, aspirations are high, hope is nurtured and talents released.

All employees of the federation are subject to its policies.

## **Religious Education Mission Statement**

Our aspiration is that our schools RE provision is excellent. We will aim for both schools to gain the Religious Education Quality Mark (REQM) as part of school improvement.

## **RE Policy Statement**

Religious Education is unique in the curriculum in that it is neither a core subject nor a foundation subject but 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'

This school adopts the Locally Agreed Syllabus for Religious Education (Norfolk/Suffolk)

## **Aims**

The broad aims of religious education are set out within the local agreed syllabus and the National Society Statement of Entitlement. The primary aim of religious education is to promote religious literacy.

Across the federation we aim for Religious Education to enable pupils to:-

- encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- learn about the other major religions, their impact on culture and politics, art and history and on the lives of their adherents
- develop an understanding of religious faith as a search for and expression of truth
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- explore their own beliefs (whether they are religious or non-religious), in the light of what they learn; developing their own spiritual/philosophical convictions and enriching their own beliefs
- examine moral and ethical issues relating to religious belief and faith and how these impact on personal, institutional and social ethics; building resilience to anti-democratic or extremist narratives
- develop their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.

## **The contribution RE makes to other curriculum aims in particular to community cohesion**

### Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. 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.

### 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.

### Community cohesion

RE makes an important contribution to the schools’ ability to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life. RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. 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 a positive and inclusive academy ethos that champions democratic values and human rights.

## **Teaching RE**

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses.

Religious Education across the federation uses an enquiry based approach to learning. This is based on the best practice framework in the Norfolk/Suffolk agreed syllabus. This approach enables pupils to focus on an enquiry question which explores theological and philosophical concepts within religion and belief. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories.

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.

## **Curriculum**

Religious Education across the federation is carefully planned around key questions and the systematic study of religion and belief to ensure depth of understanding.

In accordance with the structure of the locally agreed syllabus we have agreed that:

At EYFS, children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

At KS 1 pupils study primarily Christianity and Judaism, with reference made to other principal religions, beliefs and worldviews.

At KS 2 pupils study primarily Christianity, Islam and Hinduism, with reference made to other principal religions, beliefs and worldview.

## **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work. Assessment is based on the pupils' mastery of knowledge and understanding related to the key enquiry question for each topic. This is done in a variety of ways e.g. through written activities, role play, art work, discussion...

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

## **Monitoring & Evaluation**

The RE leader / coordinator will monitor RE provision and standards within the academy through observation, looking at work, talking to children and reviewing the curriculum with staff.

The RE leader / coordinator is responsible for contributing to the academy's self-evaluation process.

The local governing body monitors the role of religious education and its contribution to the Christian ethos of both schools.

## **Responsibilities for RE (Head teachers and Governors)**

As well as fulfilling their legal obligations, the governing body 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
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion

- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the schools can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE

### **The Right of Withdrawal From RE**

Across the federation we wish to be an inclusive community but recognise that parents, of course, 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 either school.

### **Managing the right of withdrawal**

- Across the federation we will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The federation may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE. We will ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, academies have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.

- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance resulting from the withdrawal will affect only the start or end of a session.

#### **Role of the RE Leader / Coordinator**

- To keep the RE policy under regular review.
- To have oversight of the RE curriculum and keep up to date with local and national changes
- To monitor, review and update resources.
- To monitor pupil progress and achievement
- To maintain and build priorities set by the school/federation.
- To contribute to the school's self-evaluation
- To develop links with the Church.
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure full participation in the programme.

#### **Entitlement and Inclusion - EAL, SEN, More Able**

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

#### **Resources**

The federation will ensure there is a wide range of resources to support the teaching of RE.

#### **Parental and Community Involvement**

Parents are encouraged to involve themselves in RE within the school. Parents are invited into school regularly to look at their children's work, and a report on their child's progress is given out to parents termly. The community is encouraged to support the teaching of RE through e.g.: the children visit the church or the vicar is invited in to talk about his/her beliefs

#### **Professional Development**

Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

#### **Monitoring & Review**

The implementation and impact of the policy will be evaluated through the schools self-evaluation processes. The policy will be reviewed every three years.

#### **Links to Other Policies**

- Collective Worship

