

## **Model Religious Education Policy**

An RE Policy should include: -

1. A statement regarding the legal position of RE in your school (Controlled, Aided or Academy) including the syllabus taught in the school.
2. A Rationale/Aims for teaching RE (Reference should be made to the Locally Agreed Syllabus or other adopted if VA and to the NS Statement of Entitlement)
3. The distinctive contribution RE makes to the life of the school and other curriculum aims, including spiritual, moral, social and cultural development.
4. 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.
5. 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.
6. Arrangements for assessment and recording.
7. Arrangements for monitoring standards of teaching and learning in RE and a statement about how RE contributes to School Self Evaluation
8. Responsibilities for RE within the school, (Head teachers, Governors)
9. Parental Right of Withdrawal from RE (absolutely essential)
10. Other generic policy statements the school would normally include in any curriculum policy
11. Review date.

Schools should also consult the appropriate Locally Agreed Syllabus for RE.

## Religious Education Policy ..... School

{ SHAPE \\* MERGEFORMAT }

### 1. A statement regarding the legal position of RE in your school. (Community, Controlled or Aided) including 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 Controlled school/Academy and we teach RE in line with the Locally Agreed Syllabus

**OR**

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

### 2. Rationale/Aims for teaching RE (Reference should be made to the Locally Agreed Syllabus and Religious Education in English schools: Non statutory guidance 2010)

In Religious Education at .....School we aim that Religious Education will:-

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- develop understanding of religious faith as the search for and expression of truth
- contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

Insert some of the aims of the AS (if used) and then some of the outcomes from A Statement of Entitlement (2011)

At the end of their **primary** education in church schools pupils should be able to:

- Talk about ideas about God and discuss deep questions that face human beings
- State important aspects of Christian belief, and explain why they are important for Christians
- Appreciate the importance of the person of Jesus Christ for Christians
- Develop the skills to explore Bible text and to apply it to life
- Provide examples of Christian practice from different denominations and different nations
- Begin to make a thoughtful response to Christianity
- Recognise the significance of faith in God as a way of living, and make links between faith and faithful living
- Respect the faith of others, and value the journey of faith
- Notice areas of similarities between faiths
- Enrich and expand their understanding of truth
- Speak comfortably about their understandings of faith and life choices

At the end of their **secondary** education in church schools pupils should be able to:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the worlds

- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

### **3. The distinctive contribution RE makes to the life of the school and other curriculum aims (and community cohesion)**

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 to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. In Birmingham Diocese, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils to the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths particularly those represented in the school community and local neighbourhood. This can include some statements from Excellence and Distinctiveness (2005). Pupils will:

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth;
- enrich their own faith through examples of holy living in other traditions.

#### **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.

#### **Community cohesion**

RE makes an important contribution to a school's duty 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. Effective RE will promote community cohesion at Each of the four levels outlined in DCSF guidance.

**The school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

**The community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

**The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

**The global community** – 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 school ethos that champions democratic values and human rights.

**4. You might wish to include a section on 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, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection **and any others**. 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. 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.

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

.....

**5. How RE is organised.**

This will include curriculum time devoted to RE (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, who is responsible, where resources are stored.

In accordance with the structure of the locally agreed syllabus we have agreed 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.....

**6. Assessment and Recording of RE**

In line with the school policy on assessment and recording

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

The co-ordinator will monitor RE within the school through analysis of this assessment data and .....

The co-ordinator may be asked to contribute to the Church school self evaluation process.

## **8. Responsibilities for RE within the school, (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 school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

## **9. The right of withdrawal from RE**

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.

## **10. Other generic policy statements the school would normally include in any curriculum policy**

## **11. Date of policy review:**