



RELIGIOUS EDUCATION

Policy Template

April 2020

Introduction

A school's policy for RE should be clear and concise, explaining the intent for the subject within the school. The definition and aims of RE should be highlighted and there should be an indication about what is taught and why and how you are implementing the intent.

The RE policy document should follow the same format as other policy documents in your school, but the unique situation of RE outside the National Curriculum means that certain points need clearly stating. The text below represents a template that can be used as a basis for your own policy. *Sections in red italics are editorial comments or suggestions of what you need to add and supplement.*

Remember that RE is directly the responsibility of the head and the governors, not only the RE coordinator.

.....

Policy for Religious Education

Responsibility

Date

Review date

Purpose of RE

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019.

The text below is from the RE syllabus 'Believing and Belonging'. Adapt or rewrite as needed for your school. Church schools may wish to include further reference to ethos.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The RE curriculum

The RE curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds produced by SACRE for teaching from September 2019 *(or alternative if applicable). The syllabus is freely available on local authority websites, at www.penninelearning.com or in school).*

The aims of RE in our school reflect the three aims of the syllabus for pupils:

A. To investigate the beliefs and practices of religions and other world views, including:

- Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
- Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. To investigate how religions and other world views address questions of meaning, purpose and value, including:

- The nature of religion and belief and its key concepts;
- Ultimate Questions of belonging, meaning, purpose and truth.

C. To investigate how religions and other world views influence morality, identity and diversity, including:

- Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
- Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions and pupils will additionally study Hinduism and Buddhism systematically at secondary level. RE also recognises that there is wide diversity within faiths and in our local community.

Church schools may wish to add a paragraph about focus on Christianity or other ways the syllabus is applied.

The knowledge entitlement for pupils has been based on the detailed subject content tables in the syllabus *(outline these here if you wish or just refer to the syllabus).*

To support delivery of informed and interesting RE, teaching is based on a sequence of units of work. Representing a progression of learning in the areas of study. *(Edit as appropriate. If you use the RE Resources Hub mention this here and /or list your units of work in each year group)*

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. The units of work specify age-related expectations within the key stages.

Outline your practice in more detail.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in at least years 2 and 6 or when a pupil leaves school. *(This paragraph represents the minimum statutory requirement – edit as needed)*

RE lessons

RE is timetabled so that pupils are provided with *hours* of RE each year. Lessons will be delivered.... *(outline your pattern briefly but explicitly – ie weekly lessons, drop-down days, cross curricular, or combination)*

Lessons are normally taught by *the class teacher/a qualified teacher covering PPA/an HLTA*. The school has a subject leader who supports and monitors the subject.

We encourage and promote teaching and learning through *(outline any preferred learning styles or pedagogical approach)*

The place of RE in our school

RE has a key part in our curriculum. It also makes an important contribution to pupils' wider development, wellbeing and understanding.

In this section outline links and contributions to aspects of the broad curriculum and experience of pupils.

As part of enriching pupils' experiences, we.... *(include here ongoing projects, such as arranging visits to places of worship – don't be too detailed as the policy needs to last for a few years...)*

RE makes a substantial contribution to pupils' SMSC development and Fundamental British Values by, for example,

The subject links to PSHE education by

RE supports our commitment to equality through.....

We value the support given to RE through links with the local and wider community, such as....

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

This paragraph represents statutory requirements – add as appropriate but remember there is a statutory right of withdrawal. Note that the child should be supervised in school – not sent or allowed home.

Further details on withdrawal from RE can be found in the document Managing Withdrawal from RE produced by SACRE and available at www.penninelearning.com

Useful guidance has been produced by NAHT and NATRE on withdrawal from RE and can be found here <https://www.naht.org.uk/advice-and-support/curriculum-and-assessment/dealing-with-requests-to-withdraw-from-religious-education/>

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.



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