

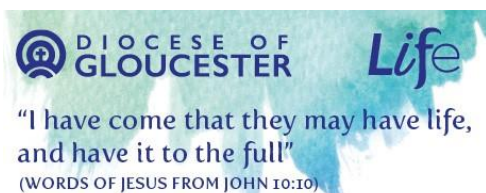


St Matthew's C of E Primary School

Policy for Religious Education in Church of England Primary Schools

Guidance from the Diocese of Gloucester's Board of Education

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Written in partnership with SW Area Diocesan Advisors

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Name of School: St Matthew's C of E Primary School

Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

St Matthew's C of E Primary School is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022.

The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education 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.*

Full details of this document can be found in Appendix One.

Religious Education and the School's Christian Vision

The School's Vision:

At the heart of St Matthew's School is our community, our family, where we all show kindness and compassion to all.

In the hearts of our children are love, respect, resilience and perseverance, we nurture each other so we can learn and flourish together, living life in all its fullness.

With love and faith, we aspire and achieve.

Jesus said 'I have come so you may have life, life in all its fullness.'

The school's vision is firmly embedded in Christian teachings and scripture. Through teaching of RE we give all our children opportunities to explore different faiths as well as the ideas of people who have no faith. The Gloucestershire Agreed Syllabus ensures that all children have equal opportunity for discussion and how to learn to live with each other well. We support the foundations of community by ensuring we explore diversity and difference in our school and wider community using a structured and positive framework.

Religious Education Intent

As a Church of England School, Christian faith is the foundations of everything that we do at St Matthew's. In all learning and life experiences, we aim to fulfil our school vision (as above). We promote an environment where all children feel known, accepted, and valued as individuals, within a caring community, where our Christian faith affects not only what we teach, but also how we teach. We believe that it is fundamental for the children to belong to a safe and nurturing community, founded on strong Christian values where children will develop an array of skills that will enable them to make their own positive contribution to our global society. Our aims for all the children in RE are:

- To provoke challenging questions about the ultimate meaning of life, beliefs about God, the nature of reality and morality.
- To develop pupils' knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views, which offer answers to ultimate questions.
- To encourage pupils to develop their sense of identity and belonging, in order to flourish within communities, as responsible citizens in society and global communities.
- To teach pupils to develop respect for others and their beliefs and helps to challenge prejudice.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society encouraging empathy, generosity and compassion.

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.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability and additional needs, to flourish to become the very best version of themselves they can possibly be.

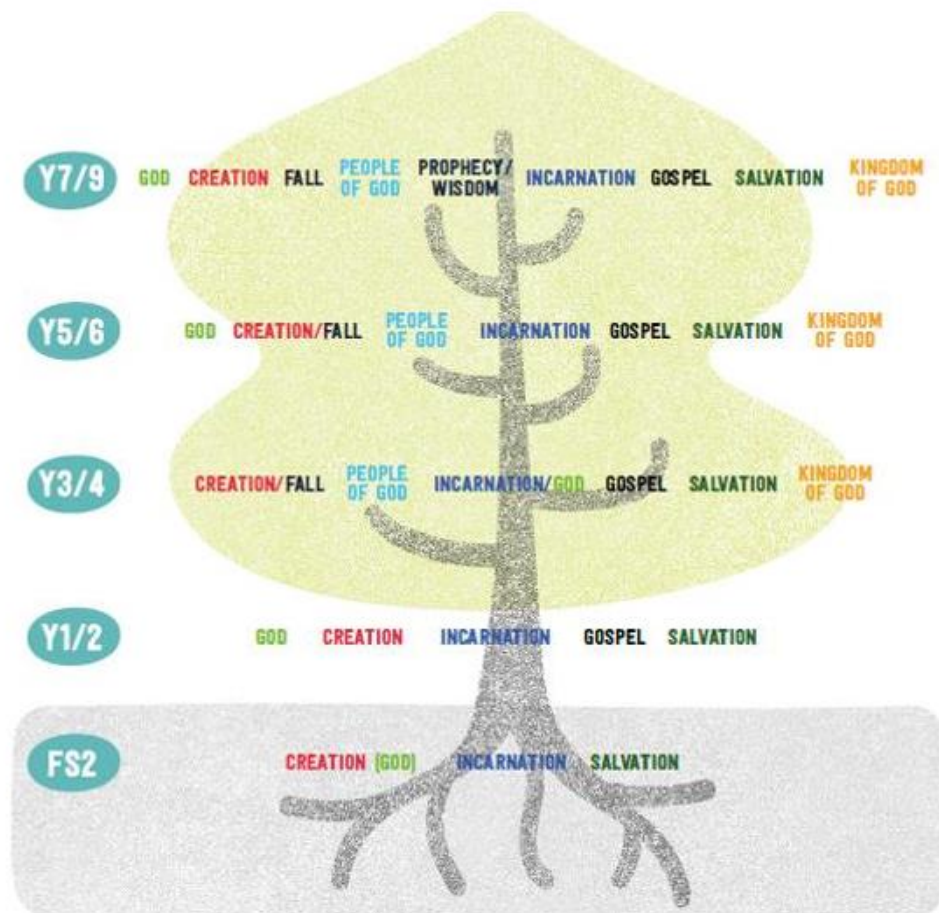
The statement of entitlements lays out the entitlement of all children to receive a high quality Religious Education which supports them in all aspects of their learning. "Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together" (Statement of Entitlement) The statement lays out the details of coverage of the RE curriculum in church schools.

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 SMSC development

We ensure that we fully meet the requirement of the statement of entitlement for Church schools. Our RE teaching is informed by two different teaching schemes; Understanding Christianity and Gloucestershire Agreed Syllabus. By using these schemes alongside each other, we are ensuring children are given the opportunity to become religiously literate. Understanding Christianity is based upon seven core Christian concepts. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Foundation Stage and developing a great depth of understanding by the time they reach Year 6.



Understanding Christianity believes that not only should children show an understanding of the religious text and teachings but they should also demonstrate a deepened and more thoughtful approach to their learning and how this influences day to day life. Therefore is based upon a three step enquiry model of teaching.



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.

Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/South Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils 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, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be delivered each week for an hour. In addition to St Matthew's Day will be held each year

At Key Stage 2 pupils study Christianity, Judaism, and Hinduism, and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be discrete weekly lessons as well as educational visits and visitors. In addition all children will be part of St Matthew's Day annually.

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022/ 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.

RE assessment is completed termly in line with the Diocesan assessment guidance tools that can be found in Appendix Two.

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 **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- 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 be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

The Executive Head Teacher and Governors make sure:

RE has a high profile within the curriculum

- 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
- 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

The Right of Withdrawal from Religious Education

At St Matthew's C of E Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from 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 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.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

The school 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 school 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 (or pupils themselves if they are aged 18 or over), 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 without influence from the school, although a school should 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, schools 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 SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Approval/review by governing body

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date:

APPENDIX ONE – Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Guidance Document

Appendix 2 - Assessment Tools

Proformas for end of unit relating to each strand

RE leader's overview document for end of year

RE Assessment: Making sense of Belief

Please use child's initials in all boxes

Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:			Secure – Pupils are able to... <i>Copy making sense of belief outcomes in focus</i>		
			'On Track' for Age Related Expectations:		
For some their ability to complete outcomes are:			Developing <i>Pupils are not yet able to complete all of the above.</i>		Exceeding <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i>
					Evidence of excellence <i>Give examples of above</i>
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing			Percentage 'On track'		
			Percentage at exceeding		

RE Assessment: Understanding the Impact

Please use child's initials in all boxes

Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:			Secure – Pupils are able to... Copy making sense of belief outcomes in focus		
			‘On Track’ for Age Related Expectations:		
For some their ability to complete outcomes are:			Developing Pupils are not yet able to complete all of the above		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.
			Evidence of excellence Give examples of above		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing			Percentage ‘On track’		
			Percentage at excellent		

RE Assessment: Making Connections					
Please use child's initials in all boxes					
Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:	Secure – Pupils are able to... Copy making sense of belief outcomes in focus				
	'On Track' for Age Related Expectations:				
For some their ability to complete outcomes are:	Developing Pupils are not yet able to complete all of the above		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.		
			Evidence of excellence Give examples of above		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage 'On track'		Percentage exceeding	

RE Subject Leader End of Year Summary			
Class	% on track	% developing	% exceeding
Making sense of Belief			
Understanding Impact			
Making Connections			
OVERALL			
Vulnerable group 1 (bespoke to schools' context)			
Comments:			
Vulnerable Group 2			
Comments			
Vulnerable Group 3			
Comments			
Pupil Voice Quotes on RE			
Examples of excellence			

To be read in conjunction with school development plan, SEF and action plan for RE