



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
 "Striving for excellence together in a caring Christian community."
 RESPECT COMPASSION COURAGE



RELIGIOUS EDUCATION (RE) POLICY

Responsibility: Governing Body

Approved on: 25/3/19

Signed: [Signature] (Chair of Governors)

To be reviewed: In the event of curriculum or legislation changes

Last reviewed: 23.05.22

1. Introduction

1.1 As a Voluntary Controlled Church of England primary school we deliver RE in line with both the Church of England Education Office's *Statement of Entitlement (2019)* and the Lincolnshire Agreed Syllabus for Religious Education 2018. The Agreed Syllabus is consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act, 1998, Schedule 19 which states that RE must 'reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' The law does not define what these principal religions are.

2. Aims and Objectives

2.1 RE at St. Peter and St. Paul Church of England School will be delivered within legal requirements. These are as follows:

- The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
- The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain.
- The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire 2018.

2.2 Within this framework our aims in RE are for pupils to:

- to develop knowledge and understanding of Christianity and other world religions and value systems found in Britain;
- to learn from religions as well as about religions;
- to develop an understanding and respect of what it means to be committed to a religious tradition;
- to develop their understanding of the place and significant cultural differences in Britain today;
- to enhance their spiritual, moral, social and cultural development by:
 - * Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;

- * Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - * Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.
- to have respect for other peoples' views and to celebrate diversity.

3. Curriculum & Teaching

- 3.1 The best teaching in RE takes place when children are learning about and learning from religions equally. Children should be given quality time to reflect on their learning in RE and what it means to them. RE teaching and learning in our school enables children to extend their own sense of values and promotes their spiritual growth and development.
- 3.2 RE in our school is taught through a varied, multisensory approach and therefore it is not necessary for all learning to be formally recorded.
- 3.3 Cross-curricular links with other subjects are made where possible.
- 3.4 Children visit local places of worship and representatives from local religious groups regularly visit our school.
- 3.5 Visitors from other religions such as Islam and Hinduism are invited into our school to give children first-hand experience of other world religions through their participation in stimulating workshops. Visits to places of worship are encouraged where possible.

4. Foundation Stage

- 4.1 RE teaching and learning takes place in our Reception Class. It is an integral and valuable part of the educational experience of our Foundation Stage children. Teaching and learning in RE is underpinned by the Lincolnshire Agreed Syllabus and specific Foundation Stage units are delivered.

5. Key Stage One & Key Stage Two

- 5.1 In KS1 children mainly learn about and learn from Christianity and Islam.
- 5.2 In KS2 children mainly learn about and learn from Christianity, Islam and Hinduism.

6. Matching work to pupils' needs

- 6.1 The school policy with regards to SEND applies to RE. Teachers should also be aware that some children have additional experience of a religion through family practice and may show a greater ability and understanding as a result. This needs to be taken into account.

7. Equal Opportunities

- 7.1 It is the responsibility of all teachers to ensure that all pupils irrespective of gender, faith, ability, ethnicity and social circumstance have access to the curriculum and reach their potential.

7.2 At our school we are an inclusive community. We work towards preparing our pupils for life in modern Britain and we actively promote fundamental British Values. We also recognise and respect the right of parents/guardians to withdraw their children from RE lessons (see section 10 of this policy).

8. Spiritual, Moral, Social and Cultural Understanding (SMSC)

8.1 SMSC development is something that appears across the whole curriculum and RE is ideally placed for developing children's spiritual, moral, social and cultural understanding by:

- Fostering awe and wonder;
- Assessing actions in religious stories;
- Collaborative learning with presentations, respecting beliefs and codes of practice of different religions and empathising with them;
- Respecting cultural differences through knowledge and understanding.

9. Monitoring and Evaluation

9.1 Monitoring and assessment should show:

- how well the pupils are doing
- what they need to do next to make progress
- the effectiveness of the curriculum and teaching

9.2 The subject leader will monitor, evaluate and review teaching and learning in RE. This will be through lesson observations, pupil interviews and looking at children's work.

10 Withdrawal from RE

10.1 We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the school governors.

10.2 Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in so doing and is not obliged to provide alternative work.

11. Other Policy Links

Collective Worship Policy

SEND Policy

Curriculum Policy

Teaching and Learning Policy