

The Kite Primary Federation R.E. Policy



Based on Guidance from the
Diocesan Board of Education

September 2018

OUR FEDERATION VISION

Together we will flourish and thrive,
building on our Christian and local community,
for the good of all.

Those who trust in the Lord will find new strength. They
will soar high on wings like eagles.

Isaiah 40v.31



Our Federation Values are reflected within this policy as the opportunities discussed in here give children *hope* for chances to come, encourage *respect* for all regardless of race, ability, religion and circumstances, promote *generosity* of spirit and foster a *love* of learning and of their communities whilst understanding the importance of *honesty* and *forgiveness* in allowing us to live our lives within a Christian ethos.

The Kite Primary Federation

The Legal Position of religious education

Religious Education is unique in the school 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'.

Norwell Church of England Primary School and St Matthews Church of England Primary Schools are Church of England Voluntary Controlled Schools. The Governors in consultation with the staff have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus for Nottinghamshire and interweave it with the Understanding Christianity resource in the main but also using other material from the Diocese and elsewhere where applicable.

'The National Society Statement of Entitlement' outlines the following aims for RE in a Church of England School.

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To 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
- To develop understanding of religious faith as the search for and expression of truth
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs

Our Aims and objectives

In Religious Education at The Kite Primary Federation, the aims of Religious Education are to help children to:

- Develop an awareness of spiritual and moral issues in life's experiences
- Develop knowledge and understanding of Christianity locally, nationally and globally and of other major world religions and value systems found in Britain.
- Develop an understanding of what it means to be part of a religious tradition
- Be able to reflect on their experiences and those of others and to develop their own personal response to fundamental questions of life
- Develop a knowledge and understanding of different cultures in Britain today
- Show respect for the views of others and to celebrate diversity in society.
- Develop reasoned judgements about religious issues.
- Learn about and from the life, teaching and example of Jesus Christ through the gospels

Contribution of RE to other areas

Spiritual, moral, social and cultural development

SMSC 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. Opportunities to focus on SMSC are identified in teachers planning especially topic planning.

The Federation's Christian values

RE should contribute to the promotion of the school's distinctively Christian values which the children, staff and governors decided to focus on. Making connections between the values and learning in RE will bring about greater understanding of Our Values of Respect, Generosity, Forgiveness, Hope, Honesty and Love and how they can be put into practice across a range of experiences.

Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

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

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.

The promotion of 'British Values'

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. (See Nottinghamshire Agreed Syllabus for RE 2015 'Religious Education for All' and the supporting document 'Guidance for delivering Religious Education in church schools' as well as our British Values Policy)

Approaches to 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 the locally agreed syllabus and diocesan materials 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
- Where possible we want our pupils to have opportunities to encounter other faith communities through visits to local places of worship or visits from members of other faith communities

We use as a basis for our planning the Locally Agreed Syllabus. As a source of ideas and teaching strategies we also make use of Understanding Christianity.

How RE is organised

RE is taught within the Federation as a discrete subject in mixed aged classes from Foundation Stage to Year 6 and planned on a two year cycle using the Agreed Syllabus and Understanding Christianity. Topics studied in RE build upon prior learning and allow children the opportunity to develop skills and knowledge in each topic. The Long Term Plan identifies the topics studied in each half term. Medium term planning, written by the teaching staff, identifies the progression of skills and knowledge within each topic.

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

At KS 1 pupils study Christianity and Judaism

At KS 2 pupils study Christianity and Hinduism and Islam.

Assessment and Recording of RE

We assess children's work and contributions made to lessons by making informal judgements as we observe them. We mark a piece of work once it has been completed and make a comment as necessary. On completion of a topic, we make a summary judgement about the progress for each child in line with the school policy on assessment and recording.

Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation

The SLT will monitor RE within the school through analysis of assessment data and identify any areas for development and strengths with the schools.

The children, staff, governors and community will contribute to the Church schools self-evaluation process by giving opinions, completing learning walks and

observations in line with the Federations Monitoring cycle and via monitoring by Governors.

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 newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- 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 e.g. The Young Leaders Award
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- 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 can make good progress

The right of Withdrawal from RE

At The Kite Primary Federation we wish to be inclusive communities 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 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 our schools.

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 diocese 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.

Date of policy review: September 2018

Signature of chair_____

Date of review : September 2020