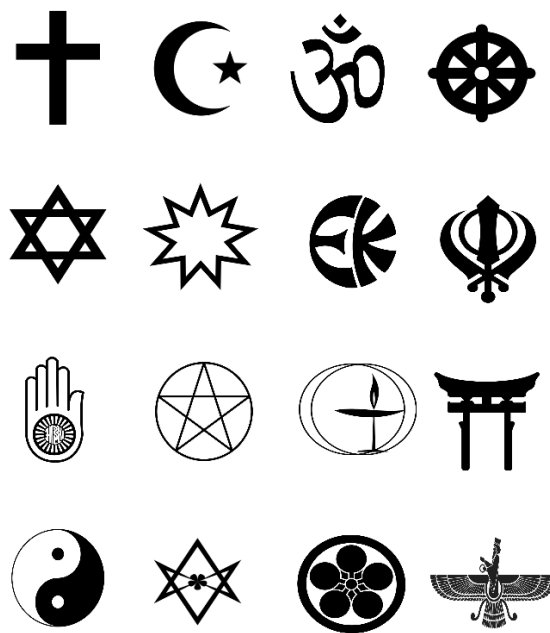


The Kite Primary Federation R.E. Policy



Based on Guidance from the
Diocesan Board of Education

June 2021

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.

Religious Education is central to the churches understanding of education and mission.

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

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages biblical text
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking

Our Aims and objectives

In Religious Education at The Kite Primary Federation, we aim that Religious Education will 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.

Cultural Capital

RE makes a useful contribution to the development of cultural capital for pupils.

<p>Experiences in RE that enhance cultural capital</p> <ul style="list-style-type: none"> • Being able to explore the culture and values of different religions and worldviews • Receiving visitors from different faith communities • Visiting places of worship from different faith communities • Engaging with music, dance, drama and the arts inspired by religions and worldviews • Recognising expressions of religion and culture: food, symbols, dress 	<p>Opportunities to demonstrate cultural capital</p> <ul style="list-style-type: none"> • Collaborative teamwork activities • Engaging in activities which enable learners to see, experience and use for themselves 'the best that has been thought and said' in religions and worldviews • Chances to participate in making cultural experiences that have lasting positive impact on the learners e.g in performance of music, drama or worship
<p>A religiously educated young person: skills and competencies include:</p> <ul style="list-style-type: none"> • The skills needed to navigate 	<p>Skills and competencies in cultural capital which RE offers:</p> <ul style="list-style-type: none"> • The ability to speak confidently

<p>a society in which different cultures and religions are present</p> <ul style="list-style-type: none"> • The skills of listening and dialogue which enable mutual understanding and respect • The skills needed to contribute to enabling inclusive communities e.g in class or school to flourish for the wellbeing of all 	<p>about their engagement with an appraisal of religious and spiritual aspects of culture</p> <ul style="list-style-type: none"> • The ability to engage with and respond for themselves to dilemmas of belief and value in their society • The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule • The ability to make and enjoy cultural 'products' such as art, music, dance, drama in the context of RE
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Taken from the Nottingham City and Nottinghamshire Agreed Syllabus 2021 p19

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 Archbishop of York 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. (School Standards and Framework Act 1998 S71 (3)) 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 PSHE.

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.
- The school will make parents aware of its learning objectives and what is covered in the RE curriculum and they will be given the opportunity to discuss this, if they wish.
- The school will 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.

- Where parents request that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will 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 the school has 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.

Date of policy review: June 2021

Date of review : June 2023