



# **Callow End CE Primary School**

## **Religious Education Policy**

Written with reference to the Diocesan Board of Education  
Model Policy for Religious Education in Schools  
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## Introduction

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Valuing all God's Children](#) (Summer 2019) and through reflection on the 2018 [SIAMS Evaluation Schedule](#) for schools.

## Legal Position of Religious Education in School

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

Callow End CE Primary is a Church of England Academy, therefore Religious Education is provided in-line with the funding agreement and the academy follows the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025 / Dudley Agreed Syllabus for Religious Education 2013

## The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (February 2019) outlines the aims and expectations for RE 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'.

## Religious Education and the school's Christian Vision

### *'Building a Foundation for love and learning'*

Our school Christian vision of *'building a foundation for love and learning'* plays a significant role in our attitude towards the teaching of RE. Our vision is rooted in Christian theology which teaches us that God is love. We know from the Bible that God so loved the world that He gave his only son so that we may have eternal life. God teaches us how to live our lives and we use the words and example of Jesus to build a firm foundation for love and learning.

Our vision is also rooted in Matthew 7:24-25 when Jesus says:

'So then, anyone who hears these words of mine and obeys them is like a wise man who built his house on rock'

As a foundation for **love** we provide a welcoming, safe and supportive environment in which the qualities and abilities of all our pupils are nurtured and celebrated. We use our school's Christian



values to guide us, sharing an ethos of love and respect, treating everyone in the way that we would like to be treated. We strive to celebrate differences both in our school community and around the world through our teaching, learning and shared life with our Church.

*Jesus said 'So in everything, do to others what you would have them do to you.' Matthew 7:12*

As a foundation for **learning**, we promote excellence, providing an inspirational curriculum which enables all pupils to aspire, achieve and flourish. We want our children to have positive emotional and mental health, and an understanding of their place in the wider world.

*'I came that they may have life and live it to the full' John 10.10*

Building on these themes, RE in this school contributes to the outworking of our vision by encouraging respect for others, their beliefs and the values that they hold dear. Our aim is that, through high quality RE provision, our pupils learn about other world beliefs and religions and gain knowledge and understanding from this experience. We want pupils to become informed communicators about religion and beliefs systems, developing spiritually, morally, socially and culturally so that they find purpose in their lives. Our aim is for our whole school community, both individually and collectively, to gain a deeper understanding of religion and its purpose and how religious values are put into practice in society. We want our children to learn how, through understanding the nature of faith, philosophy and different world views, they themselves might find ways to serve the common good.

### Religious Education Intent

The principle intent of Religious Education at Callow End CE Primary School is to ensure that all pupils explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates the principal intent.

1. Make sense of religious and non-religious beliefs
2. Understand the impact and significance of religious and non-religious beliefs
3. Make connections between religious and non-religious beliefs

### 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.

### Teaching Strategies



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The RE syllabus is based around a key question approach, where the questions open up the content to be studied. These questions support teachers in delivering high-quality RE that enables coherence and progression. The key questions give structured support in terms of 'emerging', 'expected' and 'exceeding' learning outcomes and suggested content to enable good planning and progression.

Pupils will be taught in class groups, following a whole school 2 year plan and units of work by RE Today and Understanding Christianity. Teachers will differentiate their approach and strategies to take account of pupils' individual ability. Work in RE is not always in written form and there is an emphasis on discussion, drama, dance, music and art.

### Syllabus Content

The syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. Non-religious world views, including for example Humanism, will also be a focus for study.

Religious traditions are studied in depth as follows:

Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christian and Muslims or Jewish people
KS2	Christian, Muslims, Hindus and Jewish people

A wide range of imaginative teaching methods and pupil groupings ensure effective RE lessons. 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.

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 Spiritual, Moral, Social and Cultural (SMSC) development.

### Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus / Dudley Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They 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 and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

### Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 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. Each key question outlines learning outcomes in term of 'emerging, expected and exceeding' and supports teachers in assessing and tracking the progress of pupils in their class. The RE Coordinator is then able to monitor this assessment to ensure pupils are on track to meet the end of key stage expectations.

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 and attitude to learning

### Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Callow End School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and sharing good practice
- attending RE clusters / hub meetings
- 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 being able to discuss impact and standards, all in conjunction with the Headteacher
- contributing to the SIAMS self-evaluation process, including, but not limited to Strand 7

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that 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
- that 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
- appropriate support is in place to ensure the effective provision of RE.

### **The Right of Withdrawal from Religious Education**

At Callow End School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE 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.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- the learning objectives covered in RE so that parents can make an informed decision
- what supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school. This can be via the school telephone (01905830337) or the office email ([office@callowend.worcs.sch.uk](mailto:office@callowend.worcs.sch.uk))



## Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the local academy board every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE