**Ropsley Church of England
Primary School**

**Religious Education
POLICY**



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| --- | --- | --- | --- | --- |
| Adopted | Signed | Review by | Reviewed Alongside our vision | Equality Impact Assessment |
| October 2023 | Ann Cook | October 2025 | Yes | Yes |
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**Ropsley Church of England Primary School Religious Education Policy**

In this Church of England school, the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in the mission statement.

In God's image, we strive and shine: with happy hearts and inspired minds.

**Our Vision**

Our vision is to be a caring, happy and inclusive church school that is at the heart of our community. We strive to provide an excellent education that develops a life-long love of learning in a global context. We see all members of our school family as valued and precious in the eyes of God. We seek to do this through an innovative, engaging and inspiring curriculum that encourages us all to flourish.

The school has adopted the RE syllabus produced by the Lincolnshire Diocesan Board of Education alongside the scheme ‘Understanding Christianity’.

Following Diocesan guidelines, the proportion of the curriculum time to be allocated to RE should be approximately 5%.

Within that, the balance of time allocated to Christianity should be 80% and to other faiths 20%. If appropriate, the non-Christian faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on non-Christian faiths while following all the units of the Diocesan syllabus.

Appreciating the different religious and non-religious backgrounds of children attending the school and that of the community, the other faiths studied will be predominantly Islam, with Hinduism, Sikhism, Judaism and Buddhism as subsidiary areas following the Lincolnshire Agreed Syllabus.

Elements of the RE syllabus may be reinforced through Collective Worship within the school, (reference being made to the Collective Worship Policy). Particular attention should be made to celebrate festivals from all the religions studied within Collective Worship.

Links with St Peter’s Church in Ropsley are fostered where appropriate, as there are opportunities to develop relationships with holy places of other faiths in the community.

# Responsibility for the policy

The policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Governing body in October 2023. It is to be reviewed every 2 years by the co-ordinator before being presented to staff and Governors.

The RE co-ordinator is responsible for implementation/co-ordination of the policy. Last reviewed October 2023. Next to be reviewed October 2025 or sooner if the new Lincolnshire Syllabus is released in 2024.

# Statement of aims

At Ropsley we believe in teaching R.E. so children are able to discover more about themselves, others and God. We encourage children’s values and spiritual development to be explored and experienced throughout the whole school.

‘In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.’

Religious Education in Church of England Schools A Statement of Entitlement
February 2019

In this school, RE should:

* Nurture pupils own personal faith/commitment within a clear ethos of respect for those children of the differing faiths.
* Contribute to pupils’ personal development including spiritual, moral social and cultural development, with reference to the school PSHE policy and curriculum.
* Give pupils a sound knowledge and understanding of the Christian faith.
* Give pupils the opportunity to explore the nature of religious language and symbolism.
* Value pupils’ own faith and introduce them to other world faiths.
* Experience Christian faith and places of worship.
* Explore Christianity as a world faith.

# Content and approach

 Religious Education is a statutory subject of the curriculum for all pupils in each year group, including Reception. In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless parents/carers formally withdraw their own children (S352(1) (a).

At Ropsley Church of England Primary School, we ensure that we comply with the legal requirements for RE by following the Lincolnshire Agreed Syllabus for Religious Education 2018-2023. ‘Every agreed syllabus should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996).

In addition, we also use Understanding Christianity: Text, Impact, and Connections. This resource supports the teaching of Christianity in RE. It explores the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. This is compliant with the Lincolnshire Agreed Syllabus.

At Ropsley, RE is taught during weekly lessons, but occasionally there may be a focus day. As recommended in the Lincolnshire Agreed Syllabus 2018 - 2023, as set out in the Dearing Review (1996), Key Stage 1 children will receive at least thirty-six hours per year and Key Stage Two will receive at least forty-five hours over the school year.

We have developed a clear progression of skills for each year group, which enables pupils to build on and develop their knowledge and skills each year. In order to support children in their ability to ‘know more and remember more’ there are regular opportunities to review the learning taken place in previous topics, as well as previous lessons.

Effective use of educational visits are planned, to further enrich and enhance the pupil’s learning experiences within the RE curriculum.

Through our Religious Education Curriculum, we aim to:

Explore core beliefs and theological concepts through disciplinary knowledge in RE:

**Theology (Believing)** – This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Human and Social Sciences (Living)** – This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals.

**Philosophy (Thinking)** - This is about thinking. It is about finding out how and whether things make sense. It takes seriously questions about reality, knowledge and existence.

**EYFS**

EYFS children will be guided in their learning through four overarching principles for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the Seven Areas of Learning.

* ***Prime Areas of***Communication and Language, Physical Development and Personal, Social and Emotional Development.
* ***Specific Areas*** of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage Curriculum supports children’s understanding of ***Religious Education*** through the planning and teaching of ‘***Understanding the World – People, Cultures and Communities’***. Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non – fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay and drama based activities, and through discussions with those around them.

# Progression and Monitoring

RE will be monitored by the co-ordinator on a termly cycle and with reference to the school improvement plan. To monitor standards and progression throughout the school, records will be kept and a list of expectations for children to have reached by the end of KS1 and KS2. These records should begin at foundation level and follow the child through school. All staff will be given a timetable of monitoring at the beginning of each term.

# Special Education Needs provision

Teachers will plan activities according to the needs and abilities within the class, differentiation for the more able and the less able appropriately. The needs of children on the SEN register will be accounted for and appropriate to their IEP’s, with reference to the SEN policy.

# Assessment

 We measure the impact of our curriculum through the following methods:

* Pupils’ progress in RE is based on the expected outcomes outlined in the Lincolnshire Agreed Syllabus and in Understanding Christianity.  This is clearly mapped in our Skills and knowledge progression map.
* Summative assessments are made by teachers at the end of a unit of work and at the end of each academic year.  Teachers can use evidence from pupil discussions, written outcomes, pupil interviews (pupil voice), and other creative outcomes, such as drama, art and music.
* Pupils’ books and standards in RE are scrutinised termly by the RE lead.  Where appropriate this is followed up by CPD for staff delivering RE lessons.
* RE is monitored by the School governors.
* Progress in RE is reported annually to parents and has a prominent position in the end of year report

Teachers keep a record of examples of Spiritual Development – these are found on MS Teams in the

# Resources

Appropriate resources will be ordered and collated by the co-ordinator. Grantham library also support schools with artefacts and resources for short periods of time.

The Right of Withdrawal from RE

At Ropsley Church of England Primary School, we wish to be an inclusive community but recognise that parents, of course, 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 occasion, 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 Headteacher to discuss any concerns or 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 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.

Appendix 1:

**Non-negotiables of RE**

**RE Books**

* Clear L.O’s linked to the unit plans-skill based.
* Must see clear progression between exploration of text, making connections, impact and deeper understanding.
* Photocopy a sample of work from HA, MA and LA children to be handed in with the assessment sheet every term. You may choose the unit of work in which you assess.

# Floor Books

* Work, comments, pictures and reflections linked to the RE scheme of work.
* Work to be dated and if comments made by a child, then their name should be written.
* Reflections and prayers linked to Collective Worship, class worship and the school values may be added.

# RE Displays/ Prayer Space

* RE display and prayer space should be available in each classroom and used in whole class worship.
* Prayer table should include- table cloth, definition of spirituality, class prayer, cross, candle, Bible, a prayer box with post it notes.
* RE displays should be treated as a working wall with a unit title, key questions that the children want to find out, work created each week to be added.