



Rangeworthy
Church of England Primary School
"LET YOUR LIGHT SHINE"



Rangeworthy C of E Primary School

Religious Education in Church Schools Policy
(Based on Diocese Model Policy)

Guidance from the Diocese of Gloucester's Board of Education

March 2020

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Name of School: Rangeworthy C of E VC Primary School

School's Vision: Let Your Light Shine

Rangeworthy Primary School will...

- Provide the highest standards of teaching and learning for every child.
- Provide varied, stimulating learning challenges for children rooted in real, enriching experiences underpinned by Christian values.
- Work together as a team with children, parents, the local church and community to provide the best possible education.
- Ensure that children are valued as individuals and nurtured in a safe, happy and caring environment.
- Ensure that children have access to the latest resources to prepare them for the future.
- Provide opportunities that develop respect for other people, cultures, points of view and the environment.
- Put children's safety and well-being at the heart of everything we do.

Legal Position of Religious Education in school

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

Rangeworthy C of E Primary School is a Church of England Voluntary Controlled School and therefore follows the South Gloucestershire Agreed Syllabus for Religious Education 2016-2021

The Church of England's Statement of Entitlement

The Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Full details of this document can be found in Appendix One.

Aims of Religious Education

The principal aim of Religious Education is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

South Gloucestershire Agreed Syllabus for Religious Education 2016 – 2021

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. A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, we regularly visit Holy Trinity Church, Rangeworthy for services and the teaching of Religious Education. We organise 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.

For Religious Education teaching, we draw on different resources, including The South Gloucestershire Agree Syllabus for RE as well as Understanding Christianity to deliver the different units. The use of selective Bible stories in Collective Worship will help reinforce the Christian values and the school's own values: Respect, Responsibility and Friendship

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.
- 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 SMSC development

Organisation & Time Allocation.

In accordance with the structure of South Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year. RE for reception children will reflect the requirements of the Foundation Stage Profile and be covered by Understanding the World.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be delivered by discrete but time can be blocked.

At Key Stage 2 pupils study Christianity, Islam, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be delivered by discrete lessons but time can be blocked.

Assessment/Recording & Reporting

The South Gloucestershire Agreed Syllabus for Religious Education 2016-2021 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.

Rangeworthy assess pupils understanding and knowledge in the units completed and keep a record of the pupils' who have not met the unit aged related outcomes and the children who have exceeded these.

End of KS2 outcomes are assessed and recorded.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records and how that child is performing RE.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE
- 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
- Monitoring the teaching and learning of RE through regular lesson observations, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- 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
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

At Rangeworthy C of E Primary School we wish to be an inclusive community 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 and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and 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 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.

Approval/review by governing body

Headteacher signed: Sue Warnock

Date:

Chair of Governors signed:

Date:

Date of next review: June 2024

Date:

APPENDIX ONE – Statement of Entitlement

https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf

APPENDIX TWO – Assessment Tools
Proformas for end of unit relating to each strand

RE Assessment: Making sense of Belief <i>Please use child's initials in all boxes</i>					
Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role <i>eg class teacher/PPA/HLTA</i>		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:	Secure – Pupils are able to... <i>Copy making sense of belief outcomes in focus</i>				
	‘On Track’ for Age Related Expectations:				
For some their ability to complete outcomes are:	Developing <i>Pupils are not yet able to complete all of the above.</i>		Exceeding <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i>		
			Evidence of excellence <i>Give examples of above</i>		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage ‘On track’		Percentage at exceeding	

RE Assessment: Understanding the Impact

Please use child's initials in all boxes

Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:			Secure – Pupils are able to... Copy making sense of belief outcomes in focus		
			‘On Track’ for Age Related Expectations:		
For some their ability to complete outcomes are:			Developing Pupils are not yet able to complete all of the above		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.
			Evidence of excellence Give examples of above		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage ‘On track’		Percentage at excellent	

RE Assessment: Making Connections

Please use child's initials in all boxes

Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:		Secure – Pupils are able to... Copy making sense of belief outcomes in focus			
		‘On Track’ for Age Related Expectations:			
For some their ability to complete outcomes are:		Developing Pupils are not yet able to complete all of the above		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.	
				Evidence of excellence Give examples of above	
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage ‘On track’		Percentage exceeding	

RE Subject Leader End of Year Summary

Class	% on track	% developing	% exceeding
Making sense of Belief			
Understanding Impact			
Making Connections			

OVERALL			
Vulnerable group 1 (bespoke to schools' context)			
Comments:			
Vulnerable Group 2			
Comments			
Vulnerable Group 3			
Comments			
Pupil Voice Quotes on RE			
Examples of excellence			

To be read in conjunction with school development plan, SEF and action plan for RE