



Abbey Meads Community Primary School RE Policy

Required Review Frequency	Annual
Next Review Due:	December 2021
Committee Responsible:	Senior Leadership Team
Document Location	School Policies Folder

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'

AMCPS is an Academy as part of the Blue Kite Academy Trust and we deliver RE in line with the Locally Agreed Syllabus Awareness Mystery and Value (Bristol Agreed Syllabus)

Rationale/Aims for teaching RE

In Religious Education at AMCPS, we aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe and wonder and mystery**
- *See locally agreed syllabus for specific skills and attitudes developed in RE – Copies in all planning files and on the staffshared server in the RE section of Current Policies and online*

The contribution RE makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and 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. (see SMSC (including British Values) policy)

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

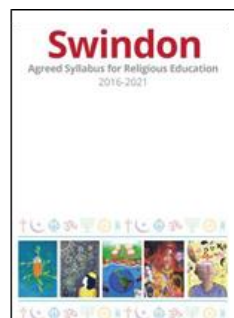
RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need 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 local faith communities through visits to local places of worship or visit from members of local faith commun

Religious Education at AMCPS is delivered in the following way.

We use as a basis for our planning the Bristol Agreed Syllabus ...



We also make use of recommended websites, JIGSAW and the LCP Scheme for RE which focuses on World Religions.

RE is taught both discretely and through topic work where relevant.

Aspects of the RE curriculum is also covered in assemblies, when the whole school can benefit from a shared and understood message.

Assessment and Recording of RE

In line with the school policy on assessment and recording it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set.

Tracking records of aptitudes and skills for each class are completed annually and form part of the annual assessment and recording procedures.

Arrangements for monitoring standards of teaching and learning in RE

The co-ordinator will monitor RE within the school through work scrutiny and pupil conferencing.

Responsibilities for RE within the school, (Head teacher 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
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its contribution to SMSC awareness and teaching British Values
- 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
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE

The right of Withdrawal from RE

At AMCPS we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children 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 head teacher 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 and 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 any interference with the pupil's attendance at school, resulting from the withdrawal, will affect only the start or end of a school session. Outside arrangements can only be made as long as no financial burden falls on the school as a result of these arrangements.