



St Andrew's C of E School, Totteridge

<p>RE POLICY (Non-Statutory Policy) (Standards Committee) (Approval by Standards Committee – 3 Year Review Cycle)</p>	
Date to be implemented from:	18 th March 2024
Date to be reviewed by:	18 th March 2027
Date Reviewed by Sub Committee:	
<p>Approved by: Signed:(Chair – Standards Committee) (Print Name) Date</p>	
<p><i>This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.</i></p> <p><i>This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.</i></p>	

1 Policy Statement

1.1 St Andrew’s School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2 St Andrew’s School publishes its RE Policy as good practice and will meet any legislation or requirements to ensure a learning environment for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy on demand.



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2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular review on an annual basis to ensure it is fit for purpose

3 Purpose of Policy

3.1 At St Andrew's School, we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and encourage children to set high expectations of themselves.

3.2 We will challenge and support our pupils to do their very best by providing and extensive range of learning experiences beyond the statutory requirement.

3.3 We continually review and improve the Curriculum we offer to our children. The Curriculum evolves according to the needs of our children and to the aspirations of the staff and community.

3.4 The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.



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4 Aim of Policy

4.1 This Curriculum Policy provides a framework that translates the values and aims of the School into effective teaching and learning enabling all children to discover and reach their full potential.

4.2 The Curriculum Policy for the School establishes principles against which other Policies and Procedures can be developed so that they are consistent and coherent.

4.3 The Policy shows our commitment to all children progressing wherever they are on the spectrum of ability and from whatever background they come from.

4.4 We recognise children are unique and our Curriculum will promote respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each pupil, as well as their intellectual and physical growth.

4.5 To fulfil our aim, the Policy recognises the different learning needs of all children and seeks to meet the needs of pupils and their families.

4.6 Parents/carers have the right to withdraw their child from Religious Education provided they give written notification to the School. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents/carers and teachers would feel comfortable with the type of Religious Education being taught at St Andrew's CE Primary School.

5 Definitions

5.1 The Curriculum is more than the formal, written Curriculum and is not just the content of the National Curriculum (NC) or Religious syllabus.

5.2 We believe the wider Curriculum embraces everything that is learned through School, whether it takes place in classrooms and lessons, or is part of informal learning that takes place within and beyond the School day. The environment and community enrich our Curriculum.



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5.3 We recognise that there is a 'hidden Curriculum' that refers to a range of things (attitudes, opinions, values) that pupils learn, not from the formal Curriculum, but simply from the experience of being in School. The ethos and culture of St Andrew's, means that our pupils will be immersed in a caring ethos based upon Christian values.

5.4 Our pupils will have the opportunity to be creative, to be physically active and to be academically challenged within the curriculum.

5.5 We value parents/carers and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum and are positively encouraged to become involved.

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6 Curriculum Framework

6.1 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.

6.2 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.

6.3 We wish to increase knowledge and understanding of Christian beliefs and practices, the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.

6.4 In Religious Education at St Andrew's Church of England Primary School we aim



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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**
- **develop the following skills and attitudes:** skills investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression, self-understanding; attitudes of curiosity, fairness, respect
- **offer children the opportunity to respond to learning in a variety of ways:** this may be through poems, stories, reports on visits, design technology, ICT, music, drama, maths, work, discussions, displays and through their own behaviour

6.5 We recognise that others may have a different faith or none so our pupils have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.



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7 Procedures

7.1 *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. At our key assessment points (three times a year) the class teacher uses our skills-based working towards/working at/working at greater depth criteria to look at the children's recorded work and uses their professional knowledge of the children's non recorded learning e.g. drama, dance.

7.2 The class teacher gives these results to the Senior Leadership Team (SLT) during Pupil Progress meetings. The level achieved will be used by the SLT and Governors to track progress through the School and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

7.3 *The right of Withdrawal from RE*

At St Andrew's we wish to be an inclusive community but recognise that parents have the right to request their child is withdrawn from RE. The use of the right to withdraw should be at the instigation of parents 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.

7.4 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.

7.5 Parents' right to choose whether or not to withdraw their child from RE should be without influence from the School, although the School has a duty to ensure parents/carers are informed of this right, are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

7.6 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.



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- 8.5.1 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.
 - 8.5.2 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.
 - 8.5.3 The School may also wish to review such a request each year, in discussion with the parents.
- 8.6 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 /carers to explore how the child's withdrawal can be best accommodated.
- 8.6.1 Where 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.
 - 8.6.2 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.
 - 8.6.3 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.
 - 8.6.4 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.



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8.7 All staff will:

- Plan challenging learning opportunities using a variety of teaching strategies
- Ensure opportunities exist for all learning styles to be used
- Link lesson content to previous teaching and learning
- Ensure pupils learn about and learn from religions
- Ensure instructions and explanations are clear and easy to understand
- Use a range of learning resources (including ICT)
- Provide opportunities for language and numeracy development
- Support pupils in the development of independent and collaborative study skills
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development and citizenship and avoid political bias
- Monitor and assess progress with the use of a variety of questioning techniques
- Assess pupil's work and give constructive feedback including SMART targets and strategies to improve
- Involve all students in the class, ensuring work is appropriate for a range of abilities
- Communicate an enthusiasm for learning within a Christian community
- Recognise other's faiths and respect their choices
- Encourage high standards of behaviour and effort
- Work with any other adults (eg. Teacher Assistants, guest speakers) in a positive way to deliver the Curriculum
- Model high expectations and act as a role model to all pupils in the School

8.8 Our RE Subject Leader will:

- Provide a strategic lead and direction linked to the aims and objectives of the School for their area of learning
- Monitor pupil progress in their learning area
- Support and offer advice to colleagues and plan for improvement
- Ensure adequate coverage of the agreed syllabus with progression planned into Schemes of Work
- Keep up to date with developments at both national, regional and local level
- Provide efficient resource management for the learning area



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8.9 The **School Leadership** will:

Headteacher

- Lead the Christian ethos and culture of the School
- Ensure the RE curriculum is fit for purpose in a diverse community so pupils can develop as global citizens in a multi-faith society
- Ensure that the amount of time allocated to teaching RE is adequate
- Ensure the subject is well led and effectively managed
- Ensure those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Ensure that pupils and staff recognise and respect other faiths and none
- Ensure standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Monitor pupil progress in achieving the learning objectives of the RE curriculum
- Ensure there are opportunities in the wider curriculum for reflection
- Receive applications from parents/carers who wish to exercise their right to Withdrawal

Governors

- Ensure the provision of RE and assemblies meets statutory requirements
- Ensure RE is adequately resourced, staffed and timetabled so that the School can fulfil its legal obligations on RE
- Monitor the provision as part of the duty to promote community cohesion
- Ensure the School gives clear information to parents/carers on the RE curriculum, the right to withdraw and where any pupil is withdrawn that the School that adequate supervision is provided



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8 Sources of further information and support

Teaching RE – TheSchoolRun.com

<https://www.theschoolrun.com/other-subjects/religious-education-re>

RE in English Schools: non statutory guidance 2010 - DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Some reflections on the implications of the new OfSTED Framework and Handbook for inspection on Religious Education - NATRE

<https://www.natre.org.uk/uploads/Additional%20Documents/Ofsted%20Framework%202019%20article%20final.pdf>

Religious Education in church schools – C of E

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education-and-collective-worship>