



## United Schools Federation RE policy

Updated: May 2020

‘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 educate for dignity and respect encouraging all to live life well together.’

[RE Statement of Entitlement from the Church of England Education Office \(Feb 2019\)](#)

The USF (United Schools’ Federation) incorporates Voluntary Controlled (VC) Schools, Voluntary Aided Schools, non – faith schools and Free Schools and so have slightly differing requirements but all follow the 2019 Devon and Torbay/Plymouth Agreed Syllabus.

**Rights Respecting Article 14** - Every child has the right to think and believe what they want and to practise their religion, so long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

### What is RE?

Religious Education (RE) has a high profile within the United Schools Federation’s curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

### Aims of RE:

‘The principal aim of religious education is to 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.’

[Devon and Torbay Agreed Syllabus for RE 2019](#)

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

The aims are

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

### Teaching and Learning:

In line with the Church of England RE Statement of Entitlement [2019] at United Schools Federation we aim to provide:

- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- 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
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

**Implementation:** Key features of RE. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and storytelling (through stimuli such as Godly Play)
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing workshops, visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Christianity should be the majority religion studied and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2.

At United Schools Federation, the children receive increasing time dedicated to RE as they move up through the school. This RE learning is in addition to workshops/visits and visitors specifically covering RE objectives.

### **Assessment:**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the 2019 Devon and Torbay/Plymouth Agreed Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Use Elicitation tasks at the start of a unit to identify prior knowledge. These then become the basis of planning to ensure progress is made. Elicitation review tasks completed at the end of the unit demonstrate progress made across the unit of work.
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents

### **Monitoring, Evaluation, Assessment, Recording, Reporting:**

- The Executive Head and Heads of School has overall responsibility for monitoring and evaluation
- Governors have responsibility for monitoring how the RE in Church schools reflects the Christian vision
- The RE subject leaders (REL) will assist their headteachers by monitoring long term and medium-term plans
- The RELs will assist their headteachers by monitoring RE through focused work scrutiny
- The RELs will keep a file of examples of work to demonstrate continuity and progression
- The RELs will manage resources
- The RELs will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The RELs will facilitate the sharing of good practice
- The RELs will be responsible for drawing up an action plan for religious education
- Generally, this will be an annual plan and should be informed by this policy
- The RELs will liaise with the Diocesan adviser with responsibility for Religious Education
- The USF RE lead is responsible for advice and support the provision of RE across the USF

### **Staff training and development:**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either across the USF RE Team, 'in house' or through diocesan or other support.

The RE subject leader leads staff meetings to ensure everyone is kept up to date with any developments in RE.

### **Managing the 'Right to withdraw from RE':**

'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.'

[Diocese of Exeter](#)

### **Legal Requirements:**

'Every maintained school in England must provide a basic curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (2019 Devon/Torbay/Plymouth Agreed Syllabus).' [2010 Non – Statutory Guidance Department for Children, Schools and Families](#)

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

- As a Voluntary Controlled (VC) Primary School, St Michael's is required to follow the 2019 Devon and Torbay/Plymouth Agreed Syllabus drawn up by the relevant Standing Advisory Council for Religious Education [SACRE]
- As Voluntary Aided (VA) Primary Schools, Marldon, St Catherine's and Brixton St Mary's, the USF governing body determines the RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Exeter to follow the 2019 Devon and Torbay/Plymouth Agreed Syllabus.
- As a Free School, Kingsteignton School is independent of the local authority and not required to follow the national curriculum or the local RE syllabus. However, the curriculum reflects 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religious traditions present in Great Britain.' [Education Reform Act 1988]. The school teaches Religious Education according to the 2019 Devon and Torbay/ Plymouth Agreed Syllabus.
- As maintained primary schools, Ipplepen, Stokeinteignhead, Doddiscombeleigh are required to follow the 2019 Devon and Torbay/Plymouth Agreed Syllabus drawn up by the relevant Standing Advisory Council for Religious Education [SACRE]

**Date of last review:**

**Headteacher signed:**

**Date:**

**Chair of Governors signed:**

**Date:**