

# Lady Katherine Leveson CE Primary School

## Religious Education Policy

'Joy to the world'

## **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'

The Christian faith was the inspiration behind the formation of the school in 1674 and continues to shape all aspects of our endeavours. The legacy is widened throughout all of the curriculum, but particularly in our collective worship and teaching of Religious Education.

Lady Katherine Leveson CE Primary School converted to an Academy (as part of BDMAT) from a Voluntary Aided school within Solihull Local Authority and the Diocese of Birmingham. We teach Religious Education in line with the Locally Agreed Syllabus and The Church of England Education Office's 'Religious Education in Church of England Schools – A Statement of Entitlement 2016.'

## **The Church of England's Statement of Entitlement**

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Page 4 of 13 It begins by stating: 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 to educate for dignity and respect encouraging all to live well together. Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

## **Our Vision**

'Joy to the world'

'Make a joyful noise to the Lord, all the earth; break forth into joyous song and sing praises!'  
Psalm 98:4

Celebrating together the richness and diversity of life throughout the world; global citizens within our community and beyond.

## **Our Values**

Compassion; Reconciliation; Friendship; Joy; Community; Stewardship; Respect

## **Intent**

As 'confident learners,' we intend to challenge our pupils to develop a deep knowledge and understanding of Christianity, other religions and world views. Through an investigative approach, we want our pupils to reflect on and consider important questions of identity and belonging, questions of meaning and values and commitments. Through the teaching of RE,

we will offer pupils opportunities for personal reflection and spiritual development. They will consider the influence of religion on individuals, families, communities and cultures. We know that RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps pupils 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.

As 'joyful learners,' we intend that our pupils will enjoy their learning. Through understanding and respect, we intend to deliver a rich curriculum, sharing in song, dance and performance and enriched with visits and visitors. We intend to use moral and social awareness to support local charity and to work closely with the Care Home and members of the Foundation of Lady Katherine Leveson.

As 'global learners,' we intend to look beyond our own community. We want to develop links through visits, correspondence and study locally, nationally and internationally. We intend that our pupils will have a world view on religion but will also have a good understanding of religion closer to home.

### **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. Throughout a pupil's journey at school, there is a rich engagement in our religious character. Bibles are presented to our Y3 pupils by the Bishop and our older pupils have the opportunity to be confirmed. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, we encourage 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.

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.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
  - In EYFS, pupils study Christianity, including an encounter with a story from a different religion.
  - In KS1, pupils study Christianity, Islam, Judaism and a multi-faith unit about praying.
  - In KS2, pupils study Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism and Humanism.
- We use Understanding Christianity, The Emmanuel Project and other resources for teaching RE.

- RE has an allocation of 5% of curriculum time throughout school. We expect our younger learners to spend less time each week and our older pupils slightly longer.

The teaching of Christianity within the RE curriculum is over 60% of the total.

- 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

### **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 and share good practice
- 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 being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, 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:

- RE has a high profile within the curriculum
- 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
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- 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 make good progress
- The Ethos Working Group meets termly to guide school on matters relating to the ethos and religious character of the school.

## **The Right of Withdrawal from Religious Education**

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary.

At Lady Katherine Leveson CE 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 academy 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: Date:

Chair of Governors signed: Date:

Date of next review: Date:

