



Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27

Religious Education Policy

Statement of intent

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework in which Hartington C of E Primary School will ensure that this duty is met.

While meeting this duty, our school will also ensure that RE is:

- Of a high standard, where expectations are clear to pupils, parents, teachers, governors, employers and the public.
- Coherent and shows progression, particularly across the transition of the key stages.
- Contributing to the school’s responsibility to promote community cohesion and high standards of achievement.
- Well understood by the school community, who have confidence in the school’s provision and achievement.
- Providing an opportunity for children to learn about the things that matter in the lives of people locally, nationally and internationally.

Signed by _____ Date _____ Signed by _____ Date _____

Head teacher

Chair of Governors

Signed by _____ Date _____

RE Co-ordinator

1. Legal framework

1.1. This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

1.2. This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools – Derbyshire Agreed Syllabus 2021 and the Diocesan Understanding Christianity Syllabus.

2. Roles and responsibilities

2.1. Governors and the Head Teacher will fulfil their duty to:

- Ensure that RE is provided as a core subject within the school's curriculum.
- Provide an annual report to parents or carers, giving brief particulars of progress and achievements in RE.
- RE is included in the schools improvement plan and progress in and changes to the curriculum are reported to the Governing body via Head teacher report and subject co-ordinator reports.

2.2. The Governors and Head Teacher must also ensure that:

- All pupils make progress in achieving the learning objectives of the school's RE curriculum through the rigorous delivery of a three year rolling program.
- The teaching of RE 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 regular and effective opportunities for continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.

- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.
- Clear information is provided for parents on the RE curriculum and the right to withdraw which is reported on the School Website.
- 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 regarding RE and pupils can make good progress.

3. Teaching

The 'Understanding Christianity' resource is used as the basis for our RE delivery within school.

3.1. Christianity will be the majority study in RE at Hartington C of E Primary School. This will draw upon the richness and diversity of Christian experience around the world. The aim is to help to develop in our children an awareness of God, teaching them about the life of Christ and to encourage care and tolerance of one another. We want our children to ask the big questions and to recognise diversity through learning to understand the beliefs of others.

3.2. RE at Hartington C of E Primary School will also:

- 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. As well as Christianity, it will also develop pupils' knowledge and understanding of 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 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, thereby helping to challenge prejudice and promoting positive attitudes and tolerance to help the children understand diversity, making links to the British values.
- 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.
- Provide children with the opportunities to explore Britain's rich diversity of religious, ethnic and geographical cultures, helping to prepare them for life after primary school and into adulthood.

- Give children the opportunity to become acquainted with stories from the Bible, events within the Christian calendar and exploring the lives of Saints and other inspirational figures. Children will have the opportunity to reflect and appreciate the world we live in, helping to embed in them a sense of awe and wonder.
- Continue to support the development of links with our local Church and our participation in festivals and events, maintaining our role within our village and church community.

R.E. supports the aims for education, outlined in the National Curriculum 2013, to:

- Promote the spiritual, moral, cultural, mental and social development of pupils at school and within local, national and global communities
- To prepare pupils for the opportunities, responsibilities and experiences life beyond primary school will offer.

4. Community cohesion

4.1. RE makes an important contribution to a school's duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

4.2. Hartington C of E Primary School will use RE to promote community cohesion:

- Within the school, through the exploration, promotion and celebration of diversity, beliefs and values. Both traditional and contemporary stories and examples from a wide range of cultures are used to develop pupil's knowledge and understanding of the Christian and British values. This in turn will promote a deeper empathy and tolerance of diversity in children's moral and ethical education.
- At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
- At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.
- At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.

4.3. The subject matter in RE provides specific opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting an inclusive school ethos that champions democratic values and human rights.

5. Staffing and training

5.1. A well trained and confident workforce is crucial in ensuring good quality RE. We will therefore ensure that:

- At least one member of staff has specialist RE subject knowledge.
- Other teachers can contribute to the teaching of RE, regardless of their personal beliefs.

5.2. We will also ensure that:

- All teachers teaching RE are up-to-date with the latest regulations, guidance and best practice regarding RE.
- Our school action plans identify the CPD needs of staff in relation to RE.

Assessment and Monitoring

Assessment and monitoring of RE is in line with all other curriculum subjects. Formative and summative assessment takes place during and at the end of each unit of work. Marking of pupil's work is in line with the schools marking policy. Moderation of the teaching of RE is through work scrutiny and lesson observation. CPD is undertaken where training is relevant to the school improvement plan targets and practitioners' own needs. The schools RE co-ordinator attends regular training through the Diocese.

Equal opportunities

Hartington C of E Primary School is committed to promoting the inclusion of all pupils, whatever their age, ability, gender, race or background. We believe that in the teaching and learning of RE the achievements, attitudes and well-being of every pupil in the school is important.

6. Right of Withdrawal

6.1. Hartington C of E Primary School recognises the right of withdrawal of pupils from RE at the request of their parents. No reason needs to be given.

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.

6.3. Where alternative arrangements cannot be met through the provision at Hartington C of E Primary School the pupil may receive their RE externally and may be withdrawn from school for a reasonable period of time to allow them to attend these classes.

This policy should be read alongside the school's policy for Collective Worship and SMSC policy