Sample School RE Policy – VA Schools Secondary school version

# *Foreword:*

This policy is for guidance only and should be adapted by schools to reflect their own circumstances and formats. The words in red italic particularly need to be personalised to the school. Words marked with an asterisk \* refer to content that is recommended.

# Introduction

In \_\_\_\_\_\_\_\_\_\_\_ School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and worldviews, whether religious or not. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions. *Maybe here some direct examples of how RE contributes to the school’s chosen values/principles.*

# The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon the Locally Agreed Syllabus *(here include a link or reference to the relevant syllabus) \** while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of the quality of teaching, progress and assessment, alongside the priority, provision and profile of RE as expressed through the quality of the curriculum Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

# Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are: *(these are taken from the Statement of Entitlement and can be adapted as necessary)*

* To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
* To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
* To engage with challenging questions of meaning and purpose raised by human existence and experience.
* To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
* To explore their own religious, spiritual and philosophical ways living, believing and thinking.

# Curriculum and Time Allocation

The RE curriculum at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School, follows the Locally Agreed Syllabus. Christianity is taught in every year group in KS3, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; *here include the key questions/topics from the Locally Agreed Syllabus.* The recommended time allocation for KS3 is 45 hours per year.

In KS4, *all pupils are required to take GCSE – evidence exam board and syllabus and specify long or short course. If this is not the case, specify what provision is made for those who do not take GCSE. Specify the time devoted to RE for different groups of pupils*

In KS5 *A-Level RS is offered – evidence exam board and syllabus. Specify provision is made for those not taking A-Level. This should be in line with the requirements of the Locally Agreed Syllabus. Specify the time devoted to RE for different groups of pupils.*

The time dedicated to RE is separate from the time given to Collective Worship.

# Teaching, Learning and Assessment

RE is taught using an *enquiry*\*\* based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. *Refer here to the school’s SEN and Equal Opportunities policies and National Society for Education’s Flourishing for All (2024).*

Assessment procedures will be robust and in line with the assessment procedures and feedback policy of the school, meeting the requirements of the syllabus or scheme that has been adopted. Assessment will largely be used to assess the effectiveness of the curriculum and of teaching and learning. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept may include information about pupils’ experiences and judgements about their attainment and progress, as well as being used to inform planning.

Examination groups will be taught according to the requirements of the specific syllabus and assessment procedures will follow the requirements of the specification.

# Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed. Examination results will be monitored in accordance with school policy

# Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

# The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

# Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Policy to be reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher)

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors)

*\* If governors choose not to follow the Locally Agreed Syllabus, they must ensure that the RE offered complies with current legislation, meets the requirement of the Church of England Statement of Entitlement and be at least as good, if not better than that offered by the Locally Agreed Syllabus.*

*\*\*An enquiry-based approach is focused on Big Questions and an investigative approach, as recommended in the National Statement of Entitlement.*