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**Orleton/Kimbolton St James’ Primary School RE Policy**

**Introduction**

At kimbolton and Orleton Primary Schools we value every pupil and the contribution they have to make. We strive for success in all that we do and believe that ‘No learners should be left behind’ alongside the principle that we are all aiming to be outstanding. We also foster the belief that our learning must be ‘rooted in our community’ wherever possible.

**Rationale**

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Aims**

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

**1. Know about and understand a range of religions and worldviews.**

**2. Express ideas and insights about the nature, significance and impact of religions and worldviews.**

**3. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

**Legal Requirements**

***RE is for all pupils:***

* RE must be provided for all registered pupils in state-funded schools in England , unless withdrawn by their parents. It is a necessary part of a ‘broad and balanced curriculum.
* This requirement does not apply for children below compulsory school age
* We now use Understanding Christianity to deliver the Christianity in our RE lessons

***RE is locally determined, not nationally:***

* A locally agreed syllabus is a statutory syllabus of RE prepared by a local Standing Advisory Council on

Religious Education (SACRE) and adopted by a local authority. 6

* Maintained schools without a religious character should follow the locally agreed syllabus.
* Voluntary aided schools with a religious character should provide RE in accordance with the trust deed

or religious designation of the school, unless parents request the locally agreed syllabus. **Note**: The

Hereford Diocesan Board of Education recommends this syllabus for adoption in Church schools, as it

has been written to reflect the religious foundation of a Voluntary Aided school in Hereford Diocese.

* Foundation schools and voluntary controlled schools with a religious character should follow the locally

agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of

the school.

* Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in

their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed

syllabus (with permission of the SACRE concerned), or devise their own curriculum.

***RE is multi-faith:***

* The RE curriculum drawn up by a SACRE, or by an academy or free school ‘shall reflect the fact that the

religious traditions in Great Britain are in the main Christian, while taking account of the teaching and

practices of the other principal religions represented in Great Britain.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is

an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE

curriculum.

This agreed syllabus builds on the good practice from the 2004 *Non-statutory Framework for RE*, produced

by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council’s non statutory

*Framework* from 2013.8

**Right of withdrawal**

This was first granted when RE was actually religious *instruction* and carried with it connotations of

induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and

non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from

RE/RME on the grounds that they wish to provide their own religious education. (School Standards and

Framework Act 1998 S71 (3)). This will be the parents’ responsibility. However, it is good practice to talk to

parents to ensure that they understand the aims and value of RE before honouring this right.

**Principles of Teaching and Learning**

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim

of RE in the local area, and how they help pupils to achieve the threefold aim.

**Our teachers strive to:**

• Build children’s confidence and self esteem

• Develop children’s independence

• Allow all children to experience regular success

• Contextualise RE

• Use practical approaches to RE

• Encourage children to select independently resources to help them

• Challenge children of all abilities

• Encourage children to enjoy RE

• Develop a child’s understanding of Religious language

• Learn from teachers, peers and their own mistakes

• Allow children to ask questions as well as answer them

**Our pupils should:**

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will

learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism,

Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are

held are represented in almost all

**Curriculum Planning**

We are awaiting the new agreed syllabus (Autumn 2018) and we will use this to form our new long term plans alongside the understand Christianity Units we are already using.

We plan in the school planning format based on the suggested in the Herefordshire Agreed Syllabus. These plans are supported by Non Statutory Units of Work which correspond with The Herefordshire Syllabus. Plans are fluid to allow teachers to explore the children’s developing interests and passions.

Minimum requirements

Religious traditions are to be studied in depth as follows:

4–5s

Reception

Children will encounter Christianity and other faiths, as

part of their growing sense of self, their own community

and their place within it.

5–7s

Key Stage 1

Christians and Muslims or Jewish people

7–11s

Key Stage 2

Christians, Muslims, Hindus and Jewish people

Encounters with other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

Key Stage 1 children will receive a minimum of 36 hours per year of religious education teaching.  Children in Key Stage 2 will receive a minimum of 45 hours per year of religious education teaching.  The subject will be taught as both a separate entity and within other subjects where the links are strong.  All members of staff will be consulted about the termly plan for collective worship and may wish to incorporate this within their religious education teaching.  It must be noted however, that collective worship is not included in the hours taught per class.

**Formative Assessment** (AfL) - (monitoring children’s learning)

We make judgements about children’s progress once a year against the key stills against the age expected criteria. This will be recorded as children either working; below, at or above the expected level for their year groups.

**Summative Assessment** – (evaluating children’s learning)

This is an ongoing process formally commented on in our annual reports to parents and used to differentiate activities within the classroom.

Progression of Outcomes and Examples of Assessment activities are outlines in p95-97 of Herefordshire Agreed Syllabus.

**Resources**

Kimbolton has A Jewish, Islam, Hindu, Buddhism and Sikhism topic boxes. Both schools can take advantage of a plethora of Christian resources through the two Church communities.

**Moderating and review**

Please see the school wide monitoring cycling and the governor monitoring overview for details of review dates.

Subjects reviews will take place every 3 – 4 years and will involve a review of the policy, monitoring of planning and the coverage of the curriculum alongside triangulation with books and lesson observations to ensure both quality and progression of skills within our schools rich curriculum provision.

Date completed by

Approved by Governors

Date to be reviewed