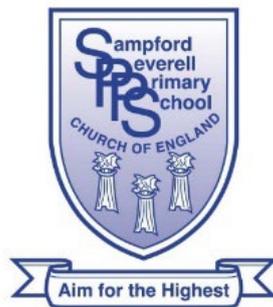


**Religious Education Policy**  
**Sampford Peverell C of E Primary School**



<b>Date approved by Local Governing Body</b>	<b>March 2021</b>
<b>Review Period</b>	<b>2-yearly</b>
<b>Next Review Date</b>	<b>March 2023</b>
<b>Signed by Chair of Local Governing Body</b>	 S. STURLAND

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## 1. VISION STATEMENT

At Sampford Peverell C of E Primary School, we provide an attachment-friendly community which fosters warmth alongside high expectation so that all can 'Aim for the Highest' and achieve their full potential. We emphasize to the children the need to layer new learning upon strong foundations and support them in developing their metacognitive thinking so that they can overcome obstacles. Helping them to make the transition from the negative 'I can't' to the proactive 'How can I?'

Our school is a place where everyone is able to flourish in a caring, supportive and safe environment; where we embrace individuality and celebrate those qualities that make us all unique.

We strive for our children to be caring and empathetic, and to think critically about the world they live in. We are determined that our children will develop the knowledge and skills that they will need for them to become responsible citizens and to positively contribute to the sustainable future of our world.

*“Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.” (Matthew 7:24)*

‘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)

## 2. POLICY STATEMENTS

Religious Education (RE) has a very high profile within Sampford Peverell C of E Primary School curriculum and makes a significant contribution to preparing pupils for the opportunities, responsibilities and experiences of 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.

## 3. LEGAL REQUIREMENTS

As a Voluntary Controlled (VC) School, at Sampford Peverell C of E Primary School we are required to follow the [Devon and Torbay](#)/Plymouth agreed syllabus drawn up by the Standing Advisory Council for Religious Education [SACRE].

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).

## **4. AIMS OF RE**

- 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.

## **5. TEACHING AND LEARNING**

In line with the Church of England RE Statement of Entitlement [2019] at Sampford Peverell C of E Primary School we aim to provide:

- 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;
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers;
- 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 also to pupils' understanding of British values;
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.

## **6. 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;
- 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 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.

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.

Reflecting Sampford Peverell C of E Primary School's academy funding agreement, 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.

## **7. ASSESSMENT**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work;
- Be directly related to the expectations of the 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;
- 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.

## **8. MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING**

- The Headteacher has overall responsibility for monitoring and evaluation;
- Governors have responsibility for monitoring how the planned curriculum is being delivered;
- The RE subject leader will assist the Headteacher by monitoring long term and medium-term plans;

- The RE subject leader will assist the Headteacher by monitoring RE through focused work scrutiny;
- The subject leader will keep a file of examples of work to demonstrate continuity and progression;
- The subject leader will manage resources;
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate;
- The subject leader will facilitate the sharing of good practice;
- The Headteacher will be responsible for creating a suitable action plan for RE. This will form part of the School Improvement Plan;
- Generally, this will be an annual plan and should be informed by this policy;
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education.

## **9. 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 'in house' or through diocesan or other support. The RE subject leader attends local network meetings.

## **10. MANAGING THE RIGHT TO WITHDRAW FROM RE**

At Sampford Peverell C of E Primary School, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school follows the [guidance](#) offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the RE curriculum with the Headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the Headteacher in writing.

**If students are withdrawn from religious education, pupils will be provided with an independent task to complete which links to age-related objectives from the National Curriculum.**

