

*Through our Christian Values - Friendship, Compassion & Trust:
We "Encourage, Build & Hope together...no one left behind." 1
Thessalonians 5-11*



At our school we aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community based on clear Christian values, in keeping with our status as a Voluntary Controlled Church of England School, which encourages an understanding of the meaning and significance of faith, which recognises and respects the beliefs and religions of others.

Religious Education Policy

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Sproatley Endowed C.E. (V.C.) Primary Academy is a Church of England Academy set in East Riding of Yorkshire and therefore we deliver RE in line with the East Riding Agreed Syllabus (2016) (Understanding Christianity documents also supplement this) and it meets the requirements set out in that document.

In Religious Education at Sproatley Endowed C.E. (V.C.) School we aim that Religious Education will:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- develop understanding of religious faith as the search for and expression of truth.
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

Taken from the Church of England School 'The National Society Statement of Entitlement'.



Taken from East Riding 2011 Syllabus

As a Church School these aims are underpinned by our Sproatley School Mission Statement:

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The outcomes for our pupils at the end of their education in Sproatley Endowed C.E. (V.C.) church Primary School are that they are able to:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

Taken from the Church of England School 'The National Society Statement of Entitlement'.

Religious Education is important because it helps children and young people gain wisdom in the following areas of life: cultural, artistic, musical and literary; historical and geographical, scientific and technological, moral and ethical; personal; political, social and psychological.

Taken from East Riding Agreed RE Syllabus 2011

1. The contribution RE makes to other curriculum aims in particular to SMSC, promotion of the schools Christian values and the promotion of 'British Values'

Spiritual, moral, social and cultural development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

The school's Christian values

RE should contribute to the promotion of our school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular with our local churches.

The UK community

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The promotion of 'British Values'

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. (See the supporting document 'Guidance for delivering Religious Education in church schools')

Approaches to teaching RE

- RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled
- High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials taking into account the need to offer breadth of content
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.
- As a school we enjoy participating in REaction days which are held annually and are attended by our Y4 and Y6 pupils. These REaction days are usually held in a place of worship and offer our children a way of engaging actively with RE whilst working alongside children from other primary schools.
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities
- We use as a basis for our planning the Locally Agreed East Riding Syllabus (2011). As a source of ideas and teaching strategies we also make use the National Society 'Christianity in RE Project' or material provided by the diocese on Christian concepts to enhance the teaching of Christianity.

How RE is organised

In accordance with the structure of the locally agreed syllabus we have agreed that:

At KS1 pupils study Christianity and Judaism.

At KS2 pupils study Christianity, Judaism and Islam.

Our Early Years sets the standard for learning, development and care for children from aged 3 to 5 years.

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. The principles and practice of EYFS offer good opportunities for RE. Our Early Years children are introduced to RE, often through the media of story or song.

Key Principles underpinning the EYFS:

- Every child is a competent learner from birth

- Children learn to be strong and independent from a base of loving and secure relationships
- The environment plays a key role in extending children's development and learning
- Children develop and learn in different ways and at different rates and all areas of learning are equally important and interconnected.

Assessment and Recording of RE

RE work is marked in line with our Sproatley School marking and feedback policy.

Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation

Our Church School Coordinator Mrs Mizon regularly monitors progress and attainment in RE, using a range of evidence gathered from books, pupil voice, lesson observations and data. Mrs Hardman (a church parishioner) runs our Sproatley children's Church Group and she also attends our adult Church Group meetings where Parishioners, Staff members and Governors work hard to develop our Church School. Mrs G Pepper is responsible for contributing to the Church school self evaluation process by working with the Church Groups to move the school forward and she reports termly to Governors on RE.

Responsibilities for RE within the school. (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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 regular and effective 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
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- 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 can make good progress

The right of Withdrawal from RE

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. The school policy should therefore state clearly how that withdrawal will be managed. At Sproatley Endowed C.E. Primary Academy we wish to be an inclusive community, but we 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 or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Sproatley Endowed C.E. Primary Academy.

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 LA SACRE 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

Reviewed February 2019