

Egginton Primary School

Religious Education

Date	Review Date	Leader	Nominated Governor
September 2024	May 2026	Nicola Jones	T & L Committee

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2021)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that although religious education is not a national curriculum subject, we have a duty to provide RE for all registered pupils.

We teach RE according to the local authority's agreed syllabus which reflects the fact that the religious traditions in Britain as a whole are, in the main, Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism, as well as those who declare that they have no religion.

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

We want pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. We want them to gain a greater understanding of themselves and to have a sympathetic awareness of the needs of others.

We respect the faith background of all pupils, parents and school personnel. We acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason and that teaching staff have the right to withdraw from teaching RE.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

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- How do we design and provide a curriculum that is broad and balanced for all pupils? (curriculum intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (curriculum implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (curriculum impact)

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

1. Aims

- To develop the knowledge and understanding of Christianity and other major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

2. The role of the governing body

The governing body has:

- a legal duty to provide RE for all registered pupils;
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring that funding is in place to support this policy;
- responsibility for ensuring that this policy and all policies are maintained and updated regularly;
- responsibility for ensuring that all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

3. Role of the Headteacher

The headteacher will:

- ensure that all school personnel, pupils and parents are aware of and comply with this policy;

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- ensure that RE is taught to the local authority's agreed syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure that teachers:
 - ☐ 'have good knowledge of the subject(s) and courses they teach;
 - ☐ have effective support for those teaching outside their main areas of expertise;
 - ☐ present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - ☐ check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - ☐ design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - ☐ use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - ☐ create an environment that allows the learner to focus on learning;
 - ☐ develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - ☐ use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2021))

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ☐ observing teaching and learning
 - ☐ planning scrutinies and work trawls
 - ☐ discussions with pupils and members of the school council
- annually report to the governing body on the success and development of this policy.

4. Role of the Curriculum Leader (Headteacher)

The curriculum leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in a democratic Britain;
- explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

5. Role of the Subject Leader

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The leader will:

- lead the development of this policy throughout the school;
- ensure that Attainment Target 1 (learning about religion) and Attainment Target 2 (learning from religion) are taught;
- work closely with the headteacher and SENCO;
- be accountable for standards in this subject area;
- monitor standards by:
 - ☐ auditing the subject area
 - ☐ review of the scheme of work
 - ☐ monitoring teachers planning
 - ☐ lesson observations
 - ☐ scrutinising children's work
 - ☐ discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the governing body.

6. Role of Teachers

Teachers will:

- be aware that they have the right to withdraw from teaching RE;
- comply with all aspects of this policy;
- devise medium and short-term planning;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- use a variety of teaching styles;
- plan differentiated lessons which are interactive, engaging, of a good pace;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers in keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

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- report any concerns they have on any aspect of the school community.

7. Role of Pupils

Unless withdrawn from RE lessons, pupils will:

- comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school's code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

8. Role of Parents

Parents/carers will:

- be aware of and comply with this policy;
- be aware that they have the right to withdraw their child(ren) wholly or partly from RE without providing a reason;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ open events
 - ☐ parent-teacher consultations
- be encouraged to work in the school as volunteers;
- be encouraged to respond to the curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- be asked to take part in periodic surveys;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

9. Teaching and Learning

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development.

10. Curriculum Planning

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All long, medium and short-term planning is based on the local authority's agreed syllabus.

11. Differentiation

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.

We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

We differentiate by:

- setting common open-ended tasks;
- setting tasks of increasing difficulty;
- grouping pupils according to ability and setting different tasks for each group;
- providing resources of different complexities, matched to the ability of the child;
- using additional resources to support the work of individual children or groups of children;
- using peer support by partnering pupils of different abilities to complete tasks.

12. Cross Curricular Links

RE has links to English, History, Geography, Art and PSHE.

13. Special Educational Needs

We recognise the need to tailor our approach to support children with:

- special educational needs;
- as well as those who are identified as gifted and talented.

Those pupils with special educational needs at School Action and School Action Plus will receive an Individual Education Plans (IEP) with appropriate targets relating to the subject.

14. Inclusion

All children at this school are taught RE whatever their ability, race or gender, unless parents choose to wholly or partially withdraw them.

We believe that we are an educationally inclusive school, as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school, such as children:

- from both sexes;
- who have special educational needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;

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- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

15. Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- use long-term assessments to help them plan for the future academic year;
- inform parents and carers of their child's progress and achievements.

16. Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject leader and supported by the HT.

The RE leader keeps all staff up to date with new developments and resources.

17. Raising awareness of this policy

We will raise awareness of this policy via:

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| ▪ School handbook/prospectus; | ▪ Headteacher reports to the governing body; |
| ▪ School website; | ▪ Email; |
| ▪ Staff handbook; | ▪ Written communications with home such as newsletters; |

18. Training

We:

- have in place opportunities for appropriate training for this policy that is undertaken by a registered training provider (National College/DCC) that covers:
 - ☐ All aspects of this policy
 - ☐ Curriculum
 - ☐ Teaching and Learning
 - ☐ Differentiation
 - ☐ Assessment
 - ☐ Monitoring and Evaluation
 - ☐ Special Educational Needs
 - ☐ Academically More Able, Gifted and Talented Pupils
 - ☐ Equal opportunities
 - ☐ Inclusion

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- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

19. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

The practical application of this policy will be reviewed annually or when the need arises by the leader, the Headteacher and the nominated governor.

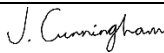

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

20. Linked Policies

- Assessment
- Equal Opportunities
- History
- PSHE and Citizenship
- Special Educational Needs
- Teaching and Learning

We believe that this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making,
- stems from the school's vision and objectives.

Headteacher:	 Jason Cunningham	Date:	17/09/2204
Chair of Governing Body:	 Andy Farrow	Date:	03/10/2024