

# **RAMSEY MANOR LOWER SCHOOL**

## **RE POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

**STATUS: Statutory**

**DATE ADOPTED: April 2010**

Policy agreed by staff: RS date: March 2019

Policy agreed by Governors: JB date: March 2019

Date of next review: March 2022

### **RATIONALE**

At Ramsey Manor Lower School we believe that the teaching of RE is a vital element in every child's learning and development. Although RE involves concepts, skills and attitudes which are common to other areas of the curriculum, we believe that RE has a distinctiveness not only in the teaching of religion but in fostering a sense of awe and wonder and by encouraging each child to question in depth their attitudes to life and each other.

### **AIMS**

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues and appreciate and appraise varied dimensions of religion of a world view

### **IMPLEMENTATION**

Provide the children with a variety of experiences relevant to their age and level of understanding. These experiences will include:

- Opportunities to discuss and reflect upon stories heard and information received  
First hand experiences of different faiths, through meeting visitors, handling artefacts and celebrating festivals
- Opportunities to reflect upon behaviour and attitudes, using stories from religions and the lives of other people to come to an understanding of right and wrong
- Opportunities to marvel at the physical world
- Opportunities to investigate by gathering, selecting, organising and questioning
- Opportunities to ask questions, share ideas and find their own answers and conclusions where possible

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEND policy).

## **RESOURCES**

Resources and artefacts are kept in the RE cupboards. The RE subject leader is responsible for the purchase of new resources and keeping the resource area tidy. A copy of the Bedfordshire Agreed Syllabus can be found in the RE Subject Leader Folder.

Opportunities to use technology to support teaching and learning in RE will be planned for and used as appropriate

## **CURRICULUM PLANNING**

The Bedfordshire Agreed Syllabus sets out topics to be covered in each Key Stage. Year group teachers produce a plan stating which topics are to be taught when and produce more detailed medium term plans.

## **MONITORING AND EVALUATION**

As an ongoing process the subject leader monitors the planning in each year group to ensure continuity and progression. When it is possible the RE Subject Leader will monitor work through lesson observations and work sampling. The Subject Leader produces an action plan, which is part of the school development plan and is reviewed each spring.

## **CURRICULUM LINKS**

Links with other curriculum areas will be made wherever possible.

## **LINKS TO OTHER POLICIES AND DOCUMENTS**

Teaching and Learning Policy  
 Assessment Policy  
 SEND Policy  
 Inclusion Policy  
 Equal Opportunities Policy  
 Health and Safety Policy

Marking Policy  
All other Curriculum Policies

## Appendix 1

### RE legal requirements: what does the legislation in England say?

#### RE is for all pupils

- Every pupil has a legal entitlement to RE.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).<sup>3</sup>
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.<sup>4</sup>
- The 'basic' school curriculum includes the National Curriculum, RE, and relationships and sex education.

#### RE is locally determined, not nationally

- A locally agreed syllabus is a statutory syllabus for RE recommended by an agreed syllabus conference for adoption by a local authority.<sup>5</sup>
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- RE is also compulsory for all pupils in academies and free schools, as set out in their funding agreements. Academies may use the locally agreed syllabus, or a different locally agreed syllabus (with the permission of the SACRE concerned) or devise their own curriculum. This agreed syllabus has been written to support academies in our local area to meet the requirements of their funding agreement, and is warmly commended to them.

#### RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Non-religious worldviews are included

- The RE curriculum drawn up by a SACRE or used 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'. Contemporary guidance from the government makes clear that the breadth of RE will include the six principal religions in the UK and non-religious worldviews.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils on the roll of every school, unless they have been withdrawn by their parents from RE.

#### Parental right of withdrawal from RE

This was first granted in 1944 when curricular RE was called '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 on the grounds that they wish to provide their own RE (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practise to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Schools often include a short statement about RE being inclusive in their prospectus, and ask parents considering withdrawal to contact the head teacher to arrange a discussion. Some schools also say that they will not support selective withdrawal from some parts of RE.