



Elveden Primary Academy
Church of England

Religious Education Policy

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All schools and academies in England are obliged by statute to provide Religious Education. It is seen to be a key element of a child's education, a contributor to SMSC and a support to the understanding of British Values. Religious Education is a curriculum area; it not the same as Collective Worship or a school's ethos.

Religious Education in all Church of England schools and academies is seen as having equal standing with the core subjects.

Elveden C of E Primary Academy is a Church of England Academy (converter). RE must be provided under the terms of our Funding Agreement with the Secretary of State. We follow the Locally Agreed Syllabus for Suffolk as a former VA school and our policy is informed by the Church of England's 'Statement of Entitlement for Religious Education'* (2019).

We provide a religious education curriculum which is rich and varied and which enables learners to acquire both a thorough knowledge and understanding of the Christian faith, and to find out about a broad range of other faiths and world-views.

¹ The Statement of Entitlement should inform RE in all C of E schools.

The content, teaching, learning and attainment of RE in a church school are inspected as part of the SIAMS framework. In our school this leads to a specific judgement as part of the report. All schools should be familiar with what is asked about RE when schools are inspected. See the SIAMS Evaluation schedule: https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf

Aims

The broad aims of RE are set out in the church of England's Statement of Entitlement <https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

and the Suffolk Agreed Syllabus for RE-

https://www.cofesuffolk.org/uploads/Suffolk_Agreed_Syllabus_2012_final.pdf.

The primary aim of the subject may be described as promoting religious literacy.

Leadership and Management

RE in all church schools should be well-led and managed. Positive support from senior management and local academy committee members are expected and key to achieving excellence in the subject. Continuity in leadership helps ensure ongoing progress.

We have an RE subject leader whose responsibility is to develop the subject, support and mentor staff, and monitor pupil progress and perceptions. Our local academy committee for Religious Education supports the subject leader and monitors R.E.

The R.E. subject leader attends appropriate training, support from the Diocese and has financial resources to ensure the subject is driven across the school.

The progress of R.E. is tracked half termly using assessment sheets designed by the Diocese and in line with the Emmanuel planning for RE. This is discussed at the standards committee meetings with LAC each term.

Staff Training

All teachers have access to high quality R.E. training provided by the Diocese and our education

advisor; Rachel Cutts - supported by Victoria Bush for spirituality. Priority is given to staff expertise and qualifications in religious education, so pupils receive high quality experiences. The subject lead attends R.E. network meetings along with the school LAC and staff also have access to local training such as teaching R.E., R.E. assessment, spirituality training and SIAMS support through The National College.

The curriculum

Religious Education in church schools should contribute to the school's Christian character and teaching about Christianity, rooted in the person and work of Jesus Christ, is at its heart. However, as inclusive communities, church schools encourage learning about and learning from other religions and foster respect for different world views.

All children are entitled to a broad and balanced curriculum and steps should be taken to ensure a range of teaching styles, groupings and resources to allow all children to make progress in RE.

Our school follows the Emmanuel Project, a scheme of work for EYFS to Y6, which follows an enquiry-based approach looking at the key beliefs and concepts which are important in different faiths. The scheme matches the Suffolk Agreed Syllabus.

We enrich our RE curriculum with creative and varied teaching methods and a range of visits and visitors, and aim to build a good bank of resources. We also teach R.E. Literacy weeks each term to ensure that children have the opportunity to write to a high standard in R.E. and develop their religious Literacy.

Assessment

Assessment in RE is an important tool by which teachers know that children are making good progress and which enables them to plan future work. Assessment is based on pupils' depth of knowledge and understanding related to the key questions addresses in the curriculum. Standards in RE should be equal to, or exceed, those of other curriculum subjects.

At Elveden C of E Primary Academy, we ensure assessment tasks offer proper levels of challenge and assess children's knowledge and understanding in RE, rather than English. We use R.E. enquiry questions in line with the Emmanuel project and the solo taxonomy activities to really gauge children's deeper understanding of what they have learnt.

Class teachers assess the work of their pupils and ensuring that this is done in a variety of ways including formative and summative assessment.

Pupils use self-assessment to develop their own sense of progress and to evaluate their own knowledge and understanding.

The Emmanuel Project offers a range of tasks in each unit to ensure teachers can measure the progress of their pupils.

Monitoring, progress and standards

Subject leaders in all schools are responsible, alongside the Headteacher and local academy committee for monitoring the provision and standards in their subject area.

The RE subject leader monitors the provision and standards on a regular cycle through observation, looking at work, talking to children and reviewing the curriculum regularly with staff.

The subject leader will report annually to the LAC on progress and standards in RE and *contribute to the school's self-evaluation, in readiness for SIAMS.*

A member of the LAC will assist in monitoring the subject, for example, conducting pupil perceptions and learning walks.

The withdrawal clause

In all schools, parents currently have the right in law to withdraw their children from the RE provided. This right does not extend to other areas of the curriculum where spontaneous questions may arise about religions or religious matters. Parents may arrange for their child to receive alternative religious education off-site as long as the school is satisfied it only affects the start or end of a school session.

At Elveden C of E Primary Academy we:

- clarify for parents the educational nature of RE and ensure there is a clear procedure for requesting withdrawal
- discuss with parents the management of their request for a child's withdrawal, noting whether it is complete or partial withdrawal
- provide supervision for a withdrawn child remaining on the premises, but not additional teaching or materials which incur cost.

Links with the Diocese, Cathedral and parish church

At Elveden C of E Primary Academy, children have the opportunity to visit the local church as part of their RE. In Church of England schools, this entitlement is broadened to include an interactive relationship with the local church, growing connections with the Cathedral through the Discovery Centre Team, and an awareness of some Diocesan events.

The children regularly visit St. Andrew & St. Patrick's Church, Elveden as a school and also with parents to celebrate events such as Harvest, Remembrance Service, Christingle, Nativity performance and Easter Service. We also invite the Reverend to speak and relevant members of the community.