



**THE PIGGOTT
SCHOOL:
Charvil Primary**

'...to be a school which inspires and encourages the highest achievement'

**POLICY WITH REGARD TO RELIGIOUS
EDUCATION**

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Enabling pupils and staff to develop to the fullest possible extent within a community based upon a Christian foundation.
2. Developing lively, inquiring minds which are capable of independent thought
3. Helping all pupils prepare for adult life
4. Fostering a spirit of co-operation which appreciates individual differences

THE OBJECTIVES OF THIS POLICY WILL BE TO ALLOW PUPILS TO LEARN ABOUT RELIGION AND FROM RELIGION BY:

- **provoking challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encouraging pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enabling pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teaching pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompting pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **developing a sense of awe, wonder and mystery**

THE LEGAL POSITION

The 1988 Education Reform Act (ERA) stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The Governing Body of The Piggott School: Charvil Primary, in consultation with the Head teacher, have decided, following advice from the diocese, to adopt the Discovery RE scheme of work, and written by a member of the local SACRE who co-wrote the Pan-Berkshire syllabus.

The ERA allows parents to withdraw their child from religious education classes if they so wish.

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Noted by the FGB: 11th February 2021

THE SCHOOL'S APPROACH 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. 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.

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.

RE is taught as a specific subject every week. Each class has between 45 minutes to an hour of RE teaching and learning each week.

Religious Education at The Piggott School: Charvil Primary is delivered in the following way:

- We use as a basis for our planning the Discovery RE taken from the Pan-Berkshire agreed local syllabus scheme and supplemented with, and supported by, other ideas / resources as appropriate.
- In the Foundation stage, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

In accordance with the structure of the Discovery scheme of work we have agreed that:

- In Foundation stage they will learn about Christianity and an appropriate selection of other material.
- At KS1 pupils study Judaism and Christianity and Islam.
- At Lower KS2 pupils study Christianity, Judaism and Sikhism.
- At Upper KS2 pupils will study Christianity, Hinduism and Islam.

The Discovery RE scheme promotes an enquiry based approach to learning, allowing children to engage with, investigate and evaluate religious ideas before expressing their own thoughts.

ASSESSMENT AND RECORDING OF RE

At the end of each unit of work, the RE teacher will assess the children based on their work and contribution's during class activities. They will assess them according to the descriptors provide with the Discovery RE scheme of work. Attainment of the children will be recorded on the year group RE tracking sheet where progress throughout each year can be monitored.

ARRANGEMENTS FOR MONITORING STANDARDS OF LEARNING AND TEACHING IN RE

The co-ordinator will monitor RE within the school through analysis of assessment data, through lesson observations, through work sampling and through pupil interviews. This information will feed into the Church school self-evaluation process.

RESPONSIBILITIES FOR RE WITHIN THE SCHOOL (HEADTEACHER 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

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- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

THE RIGHT OF WITHDRAWAL FROM RE

At The Piggott School: Charvil Primary, we are an inclusive community but 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 occasion, 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 about the policy, provision and practice of religious education at The Piggott School: Charvil Primary.

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.

Reviewed annually

Last reviewed: Spring term 2021

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