



**Colgate Primary
School
Religious Education
Policy**

OUR VISION: *Working together to be our best*

Approved by:	Curriculum and Progress Committee	Date: 24 November 2021
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1. Aims

The aims of our religious education curriculum at Colgate are to:

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (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.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. Our teaching will encourage empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

2. Statutory requirements

The position of Religious Education on the School Curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards Framework Act of 1998.

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education must be taught in accordance with the locally agreed syllabus. Teaching must not be distinctive of any particular religious denomination. As outlined in the 2020 SACRE requirements, Schools have a statutory responsibility to deliver RE to all pupils, except those withdrawn by parents. Schools should allocate sufficient time to deliver RE successfully and to a high standard, enabling all pupils to make progress in developing their knowledge, understanding and associated skills. The expectation is that a minimum of 5% of curriculum time should be allocated to RE in school.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents and carers are invited to raise questions about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Religious education aims to ensure children to grow into citizens who have developed the skills and knowledge to understand the diverse range of religions within our local community. Religious education aims to equip children with the skills and knowledge to thrive in life in modern Britain and the wider world.

5. Curriculum

Our curriculum may be adapted depending on children's own life experiences.

6. Delivery of RE

RE at Colgate is taught through an enquiry approach. Our curriculum brings together learning about and from religion, questioning and spiritual development in a comprehensive way. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw pupils from RE.

7.3 Staff

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from RE lessons.

Staff who may have concerns about teaching RE are encouraged to discuss this with the headteacher. Class teachers are responsible for delivering RE lessons in school.

7.4 Pupils

Pupils are expected to engage fully in RE and, when discussing issues related to RE, treat others with respect and sensitivity. Pupils are expected to be aware of other's beliefs and values.

8. Parents' right to withdraw

Parents/carers have the right to withdraw their children from all or part of the Religious Education.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. 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 will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

The use of the right to withdraw should be at the instigation of parents 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. 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. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

9. Training

Staff are trained on the delivery of RE at staff meetings and it is included in our continuing professional development calendar. The updates to the county SACRE requirements are shared with staff at staff meetings.

10. Monitoring arrangements

The delivery of RE is monitored by Rebecca Winn, Headteacher through:

Staff meetings

Focused learning walks

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Winn biannually. At every review, the policy will be approved by the Curriculum and Progress committee.

HEAD TEACHER: R.Winn

CHAIR OF CURRICULUM AND PROGRESS COMMITTEE: Mr T. Abbott

DATE: 24 November 2021

REVIEW DATE: November 2023

