



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

RELIGIOUS EDUCATION POLICY

**Policy Lead
Committee:**

Local Academy
Committee

**In consultation with:
Headteacher**

**Approved by: Bev
Bowles**

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Policy Date: Summer 2 2024

Review Date: Summer 2 2026

Review Frequency: Two years



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1. Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core nor a foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Newnham St Peter's C of E Primary School is a Church of England Voluntary Aided School; therefore, the provision of Religious Education must be in accordance with the school's Trust Deed. The Local Authority Committee, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022.

2. The Church of England's Statement of Entitlement

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect, encouraging all to live well together. Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues: Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

3. Religious Education and the School's Christian Vision

At Newnham St Peter's, our vision is to *Cherish Everyone, Flourish Together and Serve Others*. Building on these themes, RE in this school contributes to the outworking of our vision by fostering an environment where every child is encouraged to grow spiritually, morally, and intellectually. Our vision emphasises the importance of respect, compassion, and understanding, aligning with the broader goal of nurturing well-rounded individuals who appreciate the diverse beliefs and values in our world.

4. Religious Education Intent

The intent of Religious Education at Newnham St Peter's C of E Primary School is to provide a comprehensive and inclusive RE curriculum that reflects the diversity of religious beliefs and worldviews. Our aim is to equip pupils with the knowledge, understanding, and skills to engage thoughtfully and respectfully with people of different faiths and none, fostering an environment of mutual respect and understanding.



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The intent of Religious Education at Newnham St Peter's C of E Primary School is to fulfil the requirements of the Gloucestershire Agreed RE syllabus and include the Understanding Christianity resource. Through RE, we want children to explore what people believe and what difference this makes to how they live, so that they can gain the knowledge, understanding, and skills needed to handle questions raised by religion and belief, whilst reflecting on their own ideas and ways of living. Our RE lessons provide a safe space for pupils to discuss religious, spiritual, and/or philosophical ideas.

We enable our children to explore and celebrate a range of religions and encourage them to respect all faiths and none. As a church school, we model the impact that the Christian faith has on informing all aspects of our life together. We encourage children to ask and answer challenging questions and find out about the purpose of life. We explore theological ideas and use religious texts, and the key skills of enquiry, critical analysis, and interpretation are woven through our curriculum. Learning is designed to make sense of beliefs, make connections, and understand the impact. We deliver a progressive and sequenced curriculum that builds on children's theological vocabulary alongside their understanding of key concepts. Our curriculum is supported by Knowledge Organisers.

We encourage children to reflect on their own beliefs, attitudes, and values and to develop their own spirituality regardless of whether this is faith-based.

We learn about religions and beliefs in local, national, and global contexts. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, at Newnham St Peter's C of E School, we encourage visits to places of worship from different faith systems. Our RE curriculum is further enhanced using the local church and community.

5. School Approach to Religious Education

In line with all church schools, Newnham St Peter's has a duty to provide accurate knowledge and understanding of religions and worldviews.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.



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- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of religion and worldviews as lived by believers.
- RE that makes a positive contribution to SMSC development.

6. Organisation & Time Allocation

In accordance with the structure of the Gloucestershire Agreed Syllabus, we have agreed that:

- In the Foundation Stage, pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.
- At Key Stage 1, pupils study Christianity, Judaism, and Islam. RE will be taught for at least 36 hours over the year, either in discrete weekly lessons or as RE days.
- At Key Stage 2, pupils study Christianity, Judaism, Hinduism, and also consider non-religious worldviews. RE will be taught for at least 45 hours over the year, either in discrete weekly lessons or as RE days.

7. Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end-of-key-stage learning outcomes as outlined in the syllabus.

Schools should refer to their own assessment policies and link to RE as appropriate. Reference may be made to the Diocesan assessment guidance tools that can be found in Appendix Two.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

8. Responsibilities for RE in School

The subject leader is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and sharing good practice.
- Providing and sourcing in-service training for staff as necessary.



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- Ensuring the staff are familiar with the syllabus and supporting resources such as Understanding Christianity.
- Supporting and clarifying the approach to planning, delivery, and assessment, being clear about the subject's intent, implementation, and impact.
- Acquiring and organising appropriate resources, managing a budget when necessary.
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data, and pupil voice, and being able to discuss impact and standards.
- Contributing to the SIAMS self-evaluation process, particularly around Strand 7.

The Head Teacher and Local Academy Committee make sure:

- RE has a high profile within the curriculum.
- All pupils make progress in achieving the learning outcomes 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.
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD.
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE.
- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed, and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress.

9. The Right of Withdrawal from Religious Education

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. The school policy should therefore state clearly how that withdrawal will be managed.

At Newnham St Peter's C of E Primary School, we wish to be 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 occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision, and practice of religious education at our school.



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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 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.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period to allow them to attend this external RE.
- Outside arrangements for RE are allowed if the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

10. Other Generic Statements

Newnham St Peter's C of E Primary School aims to ensure that Religious Education, alongside other areas of the curriculum, supports the overall development and well-being of pupils. Links to other policies, such as those for safeguarding, equal opportunities, and inclusion, reinforce our commitment to providing a safe, respectful, and inclusive learning environment for all pupils.

**This policy is available on the school website: [Newnham St Peter's C of E Primary School](#)
Paper copies are available on request from the School Office**