United Schools Federation Policy for Religions and Worldviews

Our Vision

Within the Love of God, working together, growing together for all to flourish.

'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 educate for dignity and respect encouraging all to live life well together.' RE Statement of Entitlement from the Church of England Education Office (Feb 2019)

Policy Statement

Religion and Worldviews has a very high profile within the United Schools Federation curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living, global and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religion and Worldviews encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own personal worldviews and questions of meaning.

The USF (United Schools' Federation) incorporates Voluntary Controlled (VC) Schools, Voluntary Aided Schools, non – faith schools and Free Schools and so have slightly differing requirements but all follow the 2019 Devon and Torbay Agreed Syllabus.

Legal Requirements:

'Every maintained school in England must provide a basic curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (2024 Devon/Torbay/Plymouth Agreed Syllabus).' 2010 Non – Statutory Guidance Department for Children, Schools and Families

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

- As a Voluntary Controlled (VC) Primary School, St Michael's is required to follow the 2024 Devon and Torbay/Plymouth Agreed Syllabus drawn up by the relevant Standing Advisory Council for Religious Education [SACRE]
- As Voluntary Aided (VA) Primary Schools, Marldon, St Catherine's and Brixton St Mary's, the USF governing body determines the RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Exeter to follow the 2019 Devon and Torbay/Plymouth Agreed Syllabus.
- As maintained primary schools, Topsham, Ipplepen, Stokeinteignhead, Doddiscombleigh are required to follow the 2024 Devon and Torbay/Plymouth Agreed Syllabus drawn up by the relevant Standing Advisory Council for Religious Education [SACRE]

Rights Respecting Article 14 - Every child has the right to think and believe what they want and to practise their religion, so long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

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Aims of RE

- To enable pupils to know about and understand Christianity as a global, living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual and philosophical convictions, exploring and enriching their personal worldviews whilst recognising that one's own worldview may adapt and change rather than remaining static

Teaching and Learning

In line with the 'Church of England RE Statement of Entitlement' [2019] across The United Schools Federation we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice as a global, world faith
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection through the disciplinary lenses of theology, social science and philosophy (also described as ways of knowing)
- An RE curriculum that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

Ways of Knowing which through the enriched delivery of their lessons in RE enables all to Flourish-'living life in all its fullness'

Key features of RE. Pupils experience opportunities to learn and express themselves and develop their personal knowledge through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches including using four main scholarly approaches; Theology, Sociology, Philosophy and History
- Engaging with teacher presentations, role play, drama and story telling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts

- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures/art, photographs, music and drama, Information Technology
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Christianity is the majority religion studied, with at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is given to RE through weekly lessons for every pupil, plus additional enrichment days during the year. Our aim is to be close to 10% but no less than 5% each week in key stages 1 and 2.(See Devon and Torbay/ Plymouth Agreed Syllabus Page 11 and school timetables)

This school takes note that the RE entitlement is totally separate from requirements for daily collective worship. Collective worship **is not** considered as curriculum time for RE or the teaching of RE.

Foundation/Reception: RE is a compulsory part of the basic curriculum for all Reception-age pupils and should be taught according to the 'agreed syllabus for RE'. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE sits very firmly within the areas of personal, social and emotional development and understanding the world. In line with the DfE's 2024 EYFS Profile, the school plans RE through purposeful play and a mix of adult-led and child-initiated activity which may be in the form of continuous provision.

Resources
We carefully consider and review texts, images, artefacts and resources to ensure that they accurately reflect faith and beliefs and do not reinforce unhelpful or inaccurate stereotypes. See https://rematters.co.uk/challenging-stereotypes for more information.

Visits and Visitors
We recognise the importance of visiting places of worship as well as meeting faith leaders and members of the community as a way of knowing and understanding the impact of belief and worldviews on the way people live. We value the links with the local and wider community, including the local parish church.
The RE subject leader supports class teachers to organise educational visits.

Matching work to Pupils' Needs
Our whole school policy regarding inclusive practice for all learners including those with additional needs, applies to RE. Teachers carefully consider equitable access to the RE curriculum for all learners.

Assessment

Assessment in religious education and worldviews will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the 2019 Devon and Torbay/Plymouth Agreed Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents/carers

Monitoring, Evaluation, Assessment, Recording, Reporting

- Governors have responsibility for monitoring how RE in the school reflects its Christian vision
- The Executive headteacher and heads of school have overall responsibility for monitoring and evaluation
- The RE subject leader will assist their Heads of School by monitoring long term and medium-term plans
- The RE subject leader will assist their Heads of School by monitoring RE through focused work scrutiny
- The subject leader will keep a file of examples of work to demonstrate continuity and progression
- The subject leader will manage resources
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education. Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education
- The subject leader will report to Ofsted (if a VC or formerly VC school) and SIAMS as part of the statutory inspection processes.
- The subject leader will report to the headteacher as required to support their monitoring and evaluations and inform SEF writing and school improvement and training priorities.
- The USF RE lead is responsible for advice and support for the effective provision of RE across the USF.

Staff training and development

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is 'in house' and through diocesan or other support. The RE subject leader attends termly local network meetings to ensure everyone is kept up to date with any developments in RE.

Transition

We ensure that transition across key stages (including in KS3) includes a simple statement of the religions, worldviews and themes that pupils have covered alongside their progress and achievement.

Managing the right to withdraw from RE

Across the USF schools, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents/carers do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school follows the guidance offered by the Diocese of Exeter and we always encourage parents/carers to discuss any concerns they may have about the REW curriculum with the headteacher/head of school before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.

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.'

Teaching and Learning
Relationships and Behaviour
Social, Moral, Spiritual and Cultural (SMSC)
All subject specific curriculum policies

RE Link Governor:
USF RE Leader:

Executive Headteacher signed: **Date:**
Chair of Governors signed: **Date:**
Date for review:

Referenced reading:
Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)
Church of England RE Statement of Entitlement
Devon and Torbay/Plymouth Agreed Syllabus