



Hand in Hand we learn

Settrington All Saints' Church of England Primary School

Settrington All Saints' is a Church of England Voluntary Controlled school therefore we deliver RE in line with the North Yorkshire Agreed Syllabus but also including Understanding Christianity.

Religious Education is central to the churches understanding of education and mission.

'The National Society Statement of Entitlement' outlines the following aims for RE in a Church of England School.

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for and expression of truth
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs

Our Aims of Religious Education:

In Religious Education at Settrington All Saints' School we aim that, in line with all other North Yorkshire Controlled Schools:

Religious Education will help pupils develop open, sensitive, reflective and critical approaches to understanding humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

1. The contribution RE makes to other curriculum aims in particular to SMSC, promotion of the schools Christian values and the promotion of 'British Values'

Spiritual, moral, social and cultural development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

The school's Christian values

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.



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The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular local churches.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The promotion of 'British Values'

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. (See Nottinghamshire Agreed Syllabus for RE 2015 'Religious Education for All' and the supporting document 'Guidance for delivering Religious Education in church schools')

2. Approaches 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
- High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials taking into account the need to offer breadth of content
- 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 other faith communities through visits to local places of worship or visits from members of local faith communities

We use as a basis for our planning the Locally Agreed Syllabus. As a source of ideas and teaching strategies we also ensure that we teach the children about key Christian concepts and festivals in RE

3. How RE is organised

RE is taught as a discrete subject in all classes, with some additional time and cross referencing being made in other subjects (please see long term curriculum plan).

In accordance with the structure of the locally agreed syllabus we have agreed that

At KS 1 pupils study Christianity and Islam

At KS 2 pupils study Christianity and Islam



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4. Assessment and Recording of RE

In line with the school policy on assessment and recording we are, at present, continuing to assess each unit in a summative manner and each year using NC levels.

5. Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation

The co-ordinator will monitor RE within the school through analysis of assessment data and lesson observation.

The co-ordinator is responsible for contributing to the Church school self evaluation process by writing the SEF.

6. Responsibilities for RE within the school, (Head teachers 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
- those teaching RE are suitably qualified and trained in the subject and have regular and effective 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
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- 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 the diocese, or LA SACRE.



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The right of Withdrawal from RE

At Settrington All Saints' 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 or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

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.
- 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 of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as 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.

7. Date of policy review: Jan 2021