

# Hope SENTAMU LEARNING TRUST

## RELIGIOUS EDUCATION (RE) POLICY

THIS POLICY APPLIES TO THE HOPE SENTAMU LEARNING TRUST BOARD, THE CENTRAL TEAM AND ALL TRUST CHURCH SCHOOLS/ACADEMIES

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# Contents

Statement of Intent	3
1. Legal Framework	4
2. Right of Withdrawal from RE	4
3. RE Curriculum Content	4
4. Principles of a Balanced Curriculum in RE	5
5. RE Curriculum Implementation	6
6. Assessment, Recording and Reporting	6
7. Roles and Responsibilities	7
8. Monitoring and Evaluation of RE	8
9. CPD and Training Opportunities for RE	9
Appendix A - Localised Procedures	10

## Policy Updates

Date	Page	Policy Updates
November 2023	Whole policy	New policy

This policy has been approved by:			
Signed		Date	
	<i>Chief Executive Officer</i>		
Signed		Date	
	<i>Chair of the DPD Committee</i>		

## Statement of Intent

### Our Trust Vision

To provide environments where children and young people can thrive.  
*Life in all its fullness - a place to thrive*

### Our Trust Values

Respect, Teamwork, Kindness



A respectful and inclusive community, with a culture of thankfulness and appreciation, where we celebrate equality and diversity.



High quality first teaching across all of our schools, in every learning session, without exception.



A broad and balanced educational offer which develops all pupils academically, practically, emotionally, socially and spiritually, leading to great outcomes.



Resilient, sustainable and ethical leadership at all levels of the organisation.

### The intent of RE across our HSLT schools/academies, is to support pupils to:

- flourish and to thrive and experience life in all its fullness, through delivery of a high quality ambitious broad and balanced RE curriculum
- enter into rich and meaningful dialogue, through balanced and well informed conversations in RE
- to develop key substantive, disciplinary and personal knowledge, regarding engagement with a range of religious and non-religious world views, living faith tradition and diversity within the same and between different religions, the nature, significance and impact of these and how this has shaped Great Britain and the world
- reflect on the diverse multi-religious and multi-secular society and their place within this setting
- to become religiously literate
- to prepare pupils for opportunities, responsibilities and experiences of life, including the Trust values of mutual respect and kindness, through appreciating diversity, tolerance, dignity, living well together and appreciating diversity

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** and **guidance** including, but not limited to, the following:
- DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)\*\*
  - RE Statement of Entitlement for Church schools, February 2019
  - SIAMS Framework Church of England, September 2023
- 1.2. This policy operates in conjunction with the following **Trust** policies:
- Social, Emotional and Mental Health Policy
  - Collective Worship Policy

## 2. Right of Withdrawal from RE

- 2.1. **\*\*Religious Education must** be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over)
- 2.2. The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.
- 2.3. **We note the right of parents/carers to withdraw their children from RE.** Parents/carers do have the right to withdraw pupils from RE lessons, or any part of the RE curriculum.
- 2.4. The school/academy **must** comply with any request from a parent/carer to withdraw their child and parents/carers are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. If you wish to do this, please make an appointment with the RE subject leader in school.
- 2.5. Our schools have a duty to supervise pupils withdrawn from RE, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, alternative arrangements will be made for RE of the kind the parents/carers want the pupil to receive. These arrangements will be made by the parents/carers. The school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

## 3. RE Curriculum Content

- 3.1. RE is a **core subject** in school and has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the intent, implementation and impact of the RE curriculum is comparable with other curriculum subjects.
- 3.2. Pupils can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a **thorough knowledge and understanding of a range of faiths and world views**. This means that the RE curriculum is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. It is delivered in an objective, critical and pluralistic manner to engage and

challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews. It reflects a good **balance between the disciplines of theology, philosophy and human science**, to enable pupils to develop their **religious literacy**.

- 3.3.** As a church school, the **teaching of Christianity as a global world faith**, is an important part of our RE curriculum. Through the **Understanding Christianity resource**, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy.
- 3.4.** Links with our **school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum** and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the religion and world views studied.
- 3.5.** In addition, RE contributes to **British values**. The subject supports pupils through RE to develop tolerance and respect and to celebrate diversity. To explore different examples of codes for human life and to compare state laws with religious laws. RE also enables pupils to examine democracy in the classroom and to consider individual liberty, through questions regarding identity and belonging, external contexts and inner selves.
- 3.6.** As stated in the **Church of England Statement of Entitlement for Religious Education**, our school aims for all pupils:
- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
  - To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
  - To engage with challenging questions of meaning and purpose raised by human existence and experience.
  - To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
  - To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

## **4. Principles of a Balanced Curriculum in RE**

- 4.1.** The balanced RE curriculum taught enables pupils to:
- acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
  - understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
  - develop other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
  - flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
  - participate in tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
  - be aware that their contributions are valued in RE as they draw on their own experiences and beliefs

## 5. RE Curriculum Implementation

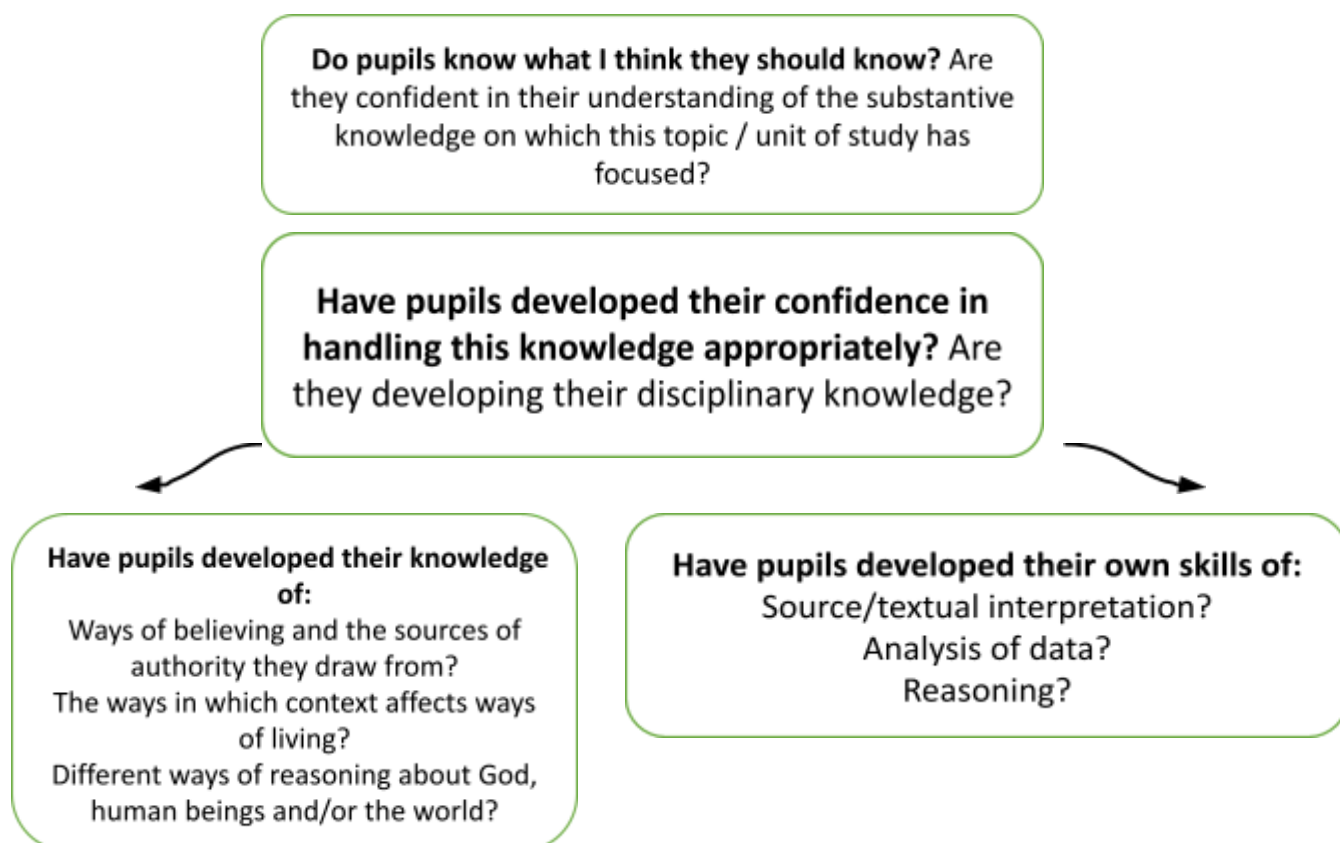
- 5.1. We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an **exploration of core concepts and enquiry questions.**
- 5.2. RE lessons provide a **safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.**
- 5.3. Our RE curriculum introduces pupils to a range of relevant disciplines including **theology, philosophy and the human and social sciences. Pupils experience opportunities to learn by:** Posing and discussing ‘big’ and challenging questions, to engage in meaningful and informed dialogue with those of all religions and worldviews. Reading and critically analysing texts. Interpreting information from different sources. Researching information for themselves. 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, photographs, music and drama. Experiencing visits and visitors. Taking part in outdoor learning. Taking time for reflection. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures.
- 5.4. 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.
- 5.5. **Cross curricular work** is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils’ SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

## 6. Assessment, Recording and Reporting

- 6.1. Assessment in religious education will be directly related to the expectations of the identified RE syllabus and in line with wider school assessment, recording and reporting requirements, as a core subject.
- 6.2. In RE, pupils should show that they know more, remember more and can apply the knowledge, understanding, skills and methods specified in the Programmes of Study. Pupils will be **working at the expected standard, emerging or exceeding, the standard regarding**
- **Substantive knowledge**
  - **Disciplinary knowledge or ways of knowing**
  - **Personal knowledge**, that is pupils’ own worldviews and how they shape their encounters with the content of RE

## Progress in RE will be Monitored using these Key Questions:

How do we know that our curriculum is having the desired impact?



### Formative Assessment

During lessons there is regular formative assessment to see whether pupils know more and remember more. Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning and retrieval, bringing core knowledge and skills into long term and working memory.

### Summative Assessment

At the end of a unit of work, a teacher considers each pupil's progress against the expected end points, to see whether pupils are working at the expected standard, emerging or exceeding, through a summative assessment

It would be inappropriate to expect the same depth of learning in a different religion to an aspect of Christianity, where learning may have been built up over several years. A pupil studying their own religion or worldview can demonstrate learning that exceeds expectations, and which is not typical of what they know, understand or can do in relation to other elements of the syllabus.

In our schools, RE will have no more than one fifth of the curriculum time of English for example and should only require a commensurate amount of time for summative assessment.

## 7. Roles and Responsibilities

### 7.1. The headteacher/principal will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.



- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment and progress are expected at the end of each Key Stage.
- Monitor and review the implementation of this policy and associated units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to measure the quality of the curriculum and its impact.
- Liaise with the Trust Director of Ethos and Church Schools alongside Local Governors to provide feedback on the monitoring and impact of RE across the school/academy.
- Ensure they follow school safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

**7.2. The RE Subject Leader will:**

- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure they follow school safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.
- Match work to pupils' needs, through following the Trust's SEND policy. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

## **8. Monitoring and Evaluation of RE**

- 8.1.** In school, the head of RE each half-term undertakes pupil voice, learning walks, work scrutiny, to further improve the quality of the RE curriculum. Each half-term the Church school group meets together to monitor and evaluate the RE curriculum. This group includes the head of RE and link foundation governor.
- 8.2.** The school is supported regarding monitoring and evaluation by the **Diocese of York link adviser**, as required
- 8.3.** **The Trust Director of Ethos and Church Schools** monitors RE each half-term, through school link visits and reports to the Trust Distinctiveness Committee
- 8.4.** RE is monitored by the Trustees and school governors as a standing item on the **Trust Board Distinctiveness Committee and Local Governing Committee meetings**
- 8.5.** RE is **independently inspected by law under Section 48 of the Education Act 2005** in consultation with the Diocese of York(SIAMS).

## 9. CPD and Training Opportunities for RE

- 9.1. All Church schools/academies within the Trust will have a qualified RE lead who is an RE specialist or has received specialist training.
- 9.2. Regular CPD and training opportunities are delivered through the Trust and Diocese of York and are bespoke to school/academy needs.
- 9.3. All Church schools/academies within the Trust are members of NATRE, the professional RE Association, to access high quality resources, CPD and training and reflect upon current research and papers from the Church of England Education Office.
- 9.4. The Trust Church School group meets each half-term for schools to further refine and evaluate RE provision.
- 9.5. The Trust has an RE network to which all **RE Subject Leads** attend each half term.
- 9.6. The Diocese has an RE network to which all **RE Subject Leads** attend.

## Appendix A - Localised Procedures

<b>RE Policy</b>	
<b>Localised School Based Procedures</b>	
<b>School/Academy Name:</b>	Archbishop Sentamu Academy
<b>Headteacher/Principal:</b>	Chris Reynolds
<b>Implementation Date:</b> <i>Inline with policy approval</i>	November 2023

In conjunction with our Trust wide RE Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focus on the following key areas: -

- Leadership of RE
- RE Syllabus
- RE Curriculum Time
- RE Curriculum Balance
- Visits and Visitors

<b>Leadership of RE</b>	
<b>RE Subject Lead:</b>	Laura Reed / Sarah Hagar (Associate Assistant Vice Principal: Church School Ethos)
<b>Church School Distinctiveness Link Governor:</b>	Tim Scott (Foundation Governor)

<b>RE Syllabus Followed</b>
<b>We teach according to the Diocese of York and Leeds RE syllabus</b>

<b>RE Curriculum Time</b>		
Reflecting the school/academy's Trust Deed/Academy Funding Agreement, pupils are entitled to expect that in Church schools, <b>Christianity forms at least 50% of curriculum time for RE.</b>		
<b>Sufficient dedicated curriculum time, meeting explicitly RE objectives, is between 5-10%</b>		
<b>The time allocated for teaching RE is as below:</b>		
<b>KS3</b>	2	hours per week
<b>KS4</b>	5	hours per two weeks
<b>KS5</b>	1	hour per week (Core Provision)

RE Curriculum Balance		
KS3	Christianity and	Islam, Hinduism, Buddhism, Sikhi, Judaism, Humanism
KS4	Christianity and	Islam and Humanism (where applicable) Eduqas Religious Studies Route B GCSE All pupils follow a recognised and appropriate qualification or course in RE at KS4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered
KS5 (Core)	Christianity and	Islam, Humanism, Buddhism, Hinduism, Sikhi, Judaism outline core RE offer

Visits and Visitors	
We are able to visit places of worship in our local area / our region and have representatives of religion and worldviews coming into school, who are willing to meet with pupils and be involved in the teaching of RE.	
All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Pupils will have the opportunity to make the following visits during their time at our school:	
KS3	School Chapel, speakers from different worldviews
KS4	School Chapel, speakers from different worldviews
KS5	School Chapel, speakers from different worldviews
The RE subject leader supports class teachers to organise these educational visits in line with the <b>Educational Visits and Trips Policy</b> .	
<p><b>Health and safety issues</b> may arise in religious education on a number of occasions for example, when pupils:</p> <ul style="list-style-type: none"> <li>● Handle artefacts.</li> <li>● Consume food.</li> <li>● Visit places of worship.</li> </ul> <p>Teachers will conform to guidelines in the Trust's Health and Safety Policy &amp; Procedures Manual in these circumstances.</p>	