



Barrow CEVC Primary School

Inspire, Create, Discover, Together

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Policy for Religious Education Provision :

Our school is a Church of England Voluntary Controlled School and the provision of RE (Beliefs and Values) must be in accordance with the Locally Agreed Syllabus for Suffolk, and is informed by the Church of England's 'Statement of Entitlement for Religious Education' (2019).

- 1) The Statement of Entitlement should inform RE in all C of E schools.
- 2) We provide a religious education curriculum which is rich and varied and which enables learners to acquire both a thorough knowledge and understanding of the Christian faith, and to find out about a broad range of other faiths and world-views. The content, teaching, learning and attainment of RE in a church school are inspected as part of the SIAMS framework.

1. Aims

The broad aims of RE are set out in the church of England's Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf> and the [Suffolk Agreed Syllabus for RE-](#)

<https://suffolklearning.com/wpcontent/uploads/2022/09/Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf>

The primary aim of the subject may be described as promoting religious literacy.

2. Leadership and Management

RE in all church schools should be well-led and managed. Positive support from senior management and governance are expected and key to achieving excellence in the subject. Continuity in leadership helps ensure ongoing progress.

All schools should:

- appoint an RE subject leader.

The subject leader will develop the subject, support and mentor staff, and monitor pupil progress and perceptions

- appoint a governor for religious education to support the subject leader (s) and monitor the subject (CEVA)
- offer subject leaders appropriate training, support and a good level of resourcing to do their job
- discuss progress in RE at least annually at staff / governing body meetings.

3. Staffing

Teachers are entitled to professional support and development in their careers. In church schools, priority is given to staff expertise and qualifications in religious education, so pupils receive high quality experiences.

All schools should:

- Offer staff appropriate and ongoing professional development in religious education.
- Ensure that where HLTAs are used to cover RE, this is normally a part of a rotation of subjects to ensure broad professional development for both teacher and HLTA. The curriculum Religious Education in church schools should contribute to the school's Christian character and teaching about Christianity, rooted in the person and work of Jesus Christ, is at its heart. However, as inclusive communities, church schools encourage learning about and learning from other religions and foster respect for different world views. All children are entitled to a broad and balanced curriculum and steps should be taken to ensure a range of teaching styles, groupings and resources to allow all children to make progress in RE.
- All schools in the diocese follow the Emmanuel Project, a scheme of work for EYFS to Y6, which follows an enquiry-based approach looking at the key beliefs and concepts which are important in different faiths. The scheme matches the Suffolk Agreed Syllabus.
- All schools should enrich their RE curriculum with creative and varied teaching methods and a range of visits and visitors, and aim to build a good bank of resources.
- All schools enrich their pupils learning in RE with additional whole school theme days on aspects of Christian Faith e.g. Pentecost, The Lord's Prayer Assessment Assessment in RE is an important tool by which teachers know that children are making good progress and which enables them to plan future work. Assessment is based on pupils' depth of knowledge and understanding related to the key questions addresses in the curriculum. Standards in RE should be equal to, or exceed, those of other curriculum subjects.
- All schools should ensure assessment tasks offer proper levels of challenge and assess children's knowledge and understanding in RE, rather than English.
- Class teachers should assess the work of their pupils and ensuring that this is done in a variety of ways.
- Pupils should use self-assessment to develop their own sense of progress and to evaluate their own knowledge and understanding.

4)

- The Emmanuel Project offers a range of tasks in each unit to ensure teachers can measure the progress of their pupils. Monitoring, progress and standards Subject leaders in all schools are responsible, alongside the Headteacher and LGB for monitoring the provision and standards in their subject area.
- The Headteacher will enable the RE subject leader to monitor provisions and standards on a regular cycle.
- The RE subject leader will monitor provision and standards in RE through observation, looking at work, talking to children and reviewing the curriculum regularly with staff.
- The subject leader will report annually to the Governing Body on progress and standards in RE and contribute to the school's self-evaluation, in readiness for SIAMS.
- (CEVA) A member of the Governing Body will assist in monitoring the subject, for example, conducting pupil perceptions and learning walks.

5. Withdrawal

The withdrawal clause In all schools, parents currently have the right in law to withdraw their children from the RE provided. This right does not extend to other areas of the curriculum where spontaneous questions may arise about religions or religious matters. Parents may arrange for their child to receive alternative religious education off-site as long as the school is satisfied it only affects the start or end of a school session.

All schools will:

- clarify for parents the educational nature of RE and ensure there is a clear procedure for requesting withdrawal
- discuss with parents the management of their request for a child's withdrawal, noting whether it is complete or partial withdrawal
- provide supervision for a withdrawn child remaining on the premises, but not additional teaching or materials which incur cost. Links with the Diocese, Cathedral and parish church All schools are part of an Anglican parish and all children should have the opportunity to visit a local church as part of their RE. In Church of England schools, this entitlement should be broadened to include an interactive relationship with the local church, growing connections with the Cathedral through the Discovery Centre Team, and an awareness of some Diocesan events.

Monitoring

Victoria Bush - Created November 2023

Review Nov 2024