


Burnt Tree Primary School



RE Policy

Signed by Chair of Governors	
Date	05/03/2024
Review Date	February 2025

Burnt Tree Primary RE Policy

Statement of intent

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework in which Burnt Tree Primary School will ensure that this duty is met.

While meeting this duty, our school will also ensure that RE is:

- Of a high standard, where expectations are clear to pupils, parents, teachers and governors.
- Coherent and shows progression, particularly across the transition of the key stages.
- Contributing to the school's responsibility to promote community cohesion and high standards of achievement.

This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools - February 2010
- DfE (2017) 'Statutory framework for the early years foundation stage'

Aims and Objectives

As part of the school RE teaching, it will be ensured that the following requirements are met:

- RE is provided as part of the school's basic curriculum.
- All pupils make progress in achieving the learning objectives of the school's RE curriculum. The teaching of RE 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. This will be carried out in the form of regular planning and book scrutinies as well as lesson observations.

- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.
- 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 regarding RE and pupils can make good progress.

Teaching and Learning Style

Christianity will be the majority study in RE at Burnt Tree Primary School. This will draw upon the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms.

RE at Burnt Tree Primary School will also:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. As well as Christianity, it will also develop pupils' knowledge and understanding of other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on them personally, and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, thereby helping to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Allow pupils to become familiar with the British Values and consider these in line with religion and the community. Pupils will be encouraged to be tolerant and respectful of other religions.

Planning for the Religious Education curriculum will be in accordance with the Sandwell SACRE document for Key stage 1 and 2, as well as the Understanding Christianity document.
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We ensure that topics build upon prior learning in RE and offer opportunities for children to develop skills and knowledge in each unit through planned progression that offers increasing challenge as they progress through the school. Flashback questions are used at the beginning of all RE lessons to ensure children retain the information that they have learned previously.

Community Cohesion

RE makes an important contribution to a Schools duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

Burnt Tree Primary School will use RE to promote community cohesion:

- Within the School, through the exploration, promotion and celebration of diversity, beliefs and values.
- At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
- At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.
- At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting an inclusive school ethos that champions democratic values and human rights.

Right of withdrawal

We recognise the right of withdrawal of pupils from RE at the request of their parents. No reason needs to be given. Parents are free to provide additional resources for their children to complete during RE lesson if they feel this is necessary.

Assessment and Recording

Teachers assess work in RE by making formal judgements against the schools assessment proforma for RE which was designed in line with the SACRE for Key stage 1 and 2.

Monitoring and Review

The RE subject leader, along with SLT, is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of RE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.