



St Andrew's CE VC Primary School

Roots to grows, Wings to fly
'They will soar on wings like Eagles'
Isaiah 40:31

RE Policy

Signed (Chair)	Name Tony Parker	Date September 2025
Signed (Head)	Name Graham Pike	Date September 2025
Ratified by Governing Body on		Next Review September 2026

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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Policy for Religious Education

Preface: Christian Ethos:

Always be ready to give a reason for the hope that is within you but do it with gentleness and respect. (1 Peter 3:15)

This verse is a key Bible verse for Christians when it comes to sharing their faith. It also has transferable values to the teaching of Religious Education. In Collective Worship students are invited to explore the Christian "reason for the hope" as a Church school and something foundational to what we do, however, recognising that faith can never be coerced. When Religious Education is taught the reason for different belief systems is communicated. As faith and religion are often personal and sensitive areas, whether in Collective Worship or the teaching of Religious Education, the spirit of "gentleness and respect" will pervade our school's RE policy.

Legal Position of Religious Education in School:

Religious Education is unique in the curriculum as it is neither a core nor foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.'

St. Andrew's CE Primary School is a Church of England Voluntary Controlled School and therefore follows the South Gloucestershire Agreed Syllabus for Religious Education.

The Church of England's Statement of Entitlement:

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: *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 to educate for dignity and respect encouraging all to live well together.* Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

Religious Education and the School's Christian Vision:

The School's Christian vision is:

A church school that grows, learns and achieves together.

"Train up a child in the way he should go, and when he is old he will not depart from it." Proverbs 22:6

St Andrew's CE VC School community affirms the Christian values:

- Truthfulness: We value the pursuit of truth in everything we do
- Friendship: We value the unique qualities that each of us bring
- Respect: we respect ourselves and others
- Courage: We strive to always do what is right
- Forgiveness: We value the peace that comes from forgiving and being forgiven.

Religious Education Intent:

The principal intention of RE at St. Andrew's CE Primary School is to explore big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can:

- Make sense of religion and world views
- Reflect on and are prepared for the opportunities, responsibilities, and experiences of life in a diverse modern Britain, now and in the future.

We provide a rich and varied curriculum that aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews, so that pupils can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that pupils can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that pupils can:

- Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

There are intrinsic links between the RE curriculum, spiritual, moral, social, and cultural development, and our school core Christian values: friendship, courage, truthfulness, forgiveness, and respect.

School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

At St. Andrew's CE Primary School, we recognise Religious Education as an academic subject. All teachers at St Andrew's can teach RE, whatever the personal beliefs or religious and cultural traditions of the children.

Organisation & Time Allocation:

In accordance with the structure of South Gloucestershire Agreed Syllabus we have agreed that:

- In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.
- At Key Stage 1 pupils study Christians and Muslims or Jewish people. RE will be taught for at least for 36 hours over the year.
- At Key Stage 2 pupils study Christians, Muslims, Hindus and Jewish people and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year.

RE is taught as a discrete subject and/or as part of focus days/weeks.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in
- CPD for RE and share good practice.
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*.
- Supporting and clarifying approach to planning, delivery and assessment being clear about the
- subject's intent, implementation and impact.
- Acquiring and organising appropriate resources, managing a budget when necessary.
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards.
- Contributing to the SIAMS self-evaluation process.

The Head Teacher and Governors ensure:

- RE has a high profile within the curriculum.
- All pupils make progress in achieving the learning outcomes 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 effective and regular 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.
- 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 on RE and pupils make good progress.
- The RE subject leader alongside the Head Teacher will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on achievement in RE.

The Right of Withdrawal from Religious Education

At St. Andrew's CE Primary School, we are 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 and citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

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 use of the right to withdraw should be at the instigation of parents 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 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 to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese 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.