



## St Andrew's CE VC Primary School

### Policy for Religious Education

#### Rationale

At St Andrew's School RE is delivered in accordance with the agreed syllabus "Mystery and Meaning". Pupils will be encouraged to explore, develop, evaluate and express their own beliefs, values and feelings. It is consistent with the overall aims of the school as expressed in the Trust Deed, Instrument of Government and Mission Statement.

This policy takes account of the Statutory Inspection of Anglican Schools (SIAS) and the requirements of the South Glos Council agreed syllabus.

#### Aim

- To ensure that as a Church of England school the principles of the Christian faith lie at the heart of the teaching and life of the school, with an emphasis on the progressive and systematic investigation of the core beliefs of Christianity.
- To ensure that the school fulfils the requirements of South Gloucestershire's agreed syllabus.
- To contribute, as part of the whole curriculum, to the promotion of the pupil's spiritual development.
- To appreciate that people have varying needs that may include different forms of worship.
- To begin to explore the basic questions of life - its meaning, value and purpose and to begin to see how religion may answer them.
- To appreciate the richness and diversity of religious belief, both between, religions and within each religion.
- To enable the pupils to understand the multi-layered dimension of belonging to a diverse community within school, the locality, the UK and globally.
- To understand that religions have aspects that are explicit (buildings, clothes, books) and implicit (feelings, beliefs, values).
- To encourage children to show their sensitivity and respect towards people whose beliefs differ from their own.
- To appreciate the many religious traditions that Christianity has provided.
- To learn about the major world religions.
- To use a range of enquiry skills eg investigation, interpretation, analysis, evaluation and reflection.
- To foster respect for pupils beliefs and encouraging open, critical, investigative learning in RE

## **Guidelines**

- We ensure that RE is timetabled for at least the recommended 5% of curriculum time.
- RE is mainly taught through specific topics to reflect the requirements of the locally agreed syllabus and opportunities are identified for links to other areas of the curriculum as appropriate.
- RE for reception children will reflect the requirements of the Early Learning Goals and be covered by knowledge the understanding of the world.
- Wherever possible, children will visit St Andrew's Church and we welcome discussion and advice from Rev Jenny.
- The inclusion of outside visitors from a variety of backgrounds, religious beliefs and cultures to take part in RE lessons or Collective Worship will help to broaden the balance between Christianity and other world faiths.
- The use of selective Bible stories in Collective Worship will help reinforce values and ideals linked to the children's experiences of life to ensure that this area of the syllabus is covered.
- Collective Worship can be used to share the implicit nature of RE, where the whole school/class is able to share thoughts and ideas of their own beliefs, attitudes and values and to learn from one another.
- The use of written schemes and materials as well as the Bible will be used to follow lines of enquiry and to provoke discussion.

## **Right of withdrawal**

Parents have a legal right to withdraw their children from RE. If parents have any concerns or anxieties about the teaching of RE, they are advised to speak to the Headteacher.

## **Conclusion**

St Andrew's School has a very Christian ethos and we use RE lessons to develop this, fostering respect and consideration to all. We recognise that RE can be a particularly sensitive area but by following the agreed syllabus and following Diocesan guidelines, all teachers at St Andrew's can teach RE, whatever the personal beliefs or religious and cultural traditions of the children.

**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.*

Signed .....  
Chair of Governors

Dated .....  
January 2015