



**RE POLICY**  
**Bratton Fleming School**

**September 2020**

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<b>Signed by Chair of Local Governing Body</b>	

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## **1. VISION STATEMENT**

Bratton Fleming is dedicated to educating our young people to be compassionate, confident and competent in a changing world'

## **2. POLICY STATEMENTS**

Religious Education (RE) has a high profile within the Bratton Fleming School curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

## **3. LEGAL REQUIREMENTS**

We follow the [Devon and Torbay/ Plymouth](#) agreed syllabus drawn up by the Standing Advisory Council for Religious Education [SACRE]

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

## **4. AIMS OF RE**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

## **5. TEACHING AND LEARNING**

At Bratton Fleming School we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

## 6. IMPLEMENTATION

Key features of RE. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and story telling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- 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 to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

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.

Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

## **7. ASSESSMENT**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the Devon and Torbay/Plymouth agreed syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents

## **8. MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING**

- Governors have responsibility for monitoring how the planned curriculum is being delivered
- The headteacher has overall responsibility for monitoring and evaluation
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans
- The RE subject leader will assist the headteacher by monitoring RE through focused work scrutiny
- The subject leader will keep a file of examples of work to demonstrate continuity and progression
- The subject leader will manage resources
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice

## **9. STAFF TRAINING AND DEVELOPMENT**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan or other support. The RE subject leader attends local network meetings.

## **10. MANAGING THE RIGHT TO WITHDRAW FROM RE**

At Bratton Fleming School, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school follows the [guidance](#) offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the RE curriculum with the

headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.

If students are withdrawn from religious education, pupils will be provided with an independent task to complete which links to age-related objectives from the National Curriculum.

