RE Policy

Document Name	RE Policy
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Responsibility	Principal
Approved by	Trustees

*subject to any relevant changes in legislation or other appropriate guidelines

Version	Date	Reviewed	Approved	Signature
1.0	19/07/23		Trustees	
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Our vision

For our schools to be at the heart of their local community, places of aspiration and opportunity, where everyone flourishes as a learner and global citizen.

'Start children off on the way they should go, and even when they are old, they shall not stray from it.'
Proverbs 22:6

Our values

Aspiration – for students, staff & the communities we serve.

Togetherness – a culture of belonging, equality, and equity.

Service – through collaboration, humility, love, and respect.

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Statement of Intent

Vantage Academy Trust recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. In our Trust, we provide a broad and balanced curriculum which

encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of each of our schools.

The Trust has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Parents and carers can contact the Head of School if they wish to discuss the right to withdraw their child from all or part of RE.

Contact details: stboffice@vantageacademies.co.uk

1. Legal Framework

1.1 This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

1.2 This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2021) 'Statutory framework for the early years foundation stage'

2. Roles and Responsibilities

2.1 The subject leader is responsible for:

- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.

- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

2.3 The special educational needs lead (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early Years Foundation Stage (EYFS)

3.1 All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

3.2 All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

3.3 All pupils will reflect on their feelings and experiences.

3.4 Teachers will encourage imaginative play and curiosity in pupils.

4. Curriculum

4.1 Vantage Academy Trust uses Manchester Diocese RE scheme of work in our Manchester church schools.

4.2 RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

4.3 Each school will make provisions to account for parents' right to withdraw their child from RE lessons.

4.4 All pupils will have a high quality, coherent and progressive experience of RE.

4.5 Each school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.

4.6 Each school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

4.8 Good practice for the curriculum include:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

5. Teaching and learning

5.1 The RE curriculum is delivered at least once a week for EYFS, KS1 and KS2.

5.2 Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

5.3 Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.

5.4 During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

5.5 To improve understanding of the topic, several methods of teaching is deployed including but not limited to:

- Storytelling.
- Adult-led activities.
- Child initiated activities.
- Debating.
- Dramatic performance.

5.6 To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.

- Exploration of their feelings and emotions towards set narratives.

6. Planning

6.1 All lessons will have clear learning objectives, which are shared and reviewed with pupils.

6.2 Planning for RE will be comprised of long-term and medium-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.

6.3 Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

6.4 Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

6.5 Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

7. Assessment and Reporting

7.1 Pupils will be assessed using methods of formative and summative assessment throughout the year.

7.2 Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.

7.3 The results from formative assessments will be used to inform teachers' lesson plans.

7.4 Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

7.5 The progress of pupils with SEND will be monitored by the SENCO.

8. Resources

8.1 The subject leader is responsible for the management and maintenance of resources.

8.2 Writing equipment and resources will be easily accessible to pupils during lessons.

8.3 The school library contains an array of resources to support pupils' learning.

8.4 The subject leader will undertake an audit of resources on an annual basis.

9. Equal Opportunities

9.1 All pupils will have equal access to the RE curriculum.

9.2 Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

9.3 When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

9.4 Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

10. Monitoring and Review

10.1 This policy will be monitored and reviewed every two years.