R.E POLICY

Capel St. Mary CEVC Primary School

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Our School Vision for Religious Education

"With faith as small as a mustard see you can move mountains"

Matthew 13 verses 31 – 35

At Capel St Mary CEVC Primary School we aim to be a beacon of outstanding practice in Religious Education, enabling pupils, staff and governors to speak about religious ideas confidently and in an informed way.

Our RE curriculum is vibrant, relevant and challenging, with pupils achieving the very best standards and finding enjoyment and fulfilment in their lessons.

Legal Position of Religious Education in School

Capel St Mary CEVC Primary School is a Church of England Voluntary Controlled School and therefore follows the Suffolk Agreed Syllabus for Education. We therefore use the Emmanuel Project as our main teaching resource following the long term plan for church schools.

Provision

All schools and academies in England are obliged by statute to provide Religious Education. It is seen to be a key element of a child's education, a contributor to SMSC (spiritual, moral, social and cultural development) and a support to the understanding of British Values. Religious Education is a curriculum area; it is not the same as Collective Worship or a School's ethos.

Religious Education in all Church of England schools and academies is seen as having equal standing with the core subjects.

Capel St Mary CEVC Primary School fulfils the relevant requirements of the 'Statement of Entitlement' for RE as published by the Church of England Education Office in 20. 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.*

The content, teaching, learning and attainment of RE in a church school are inspected as part of the SIAMS framework.

Capel St Mary is a a voluntary controlled school. In a voluntary controlled school designated as having a religious character, OFSTED may inspect RE but not collective worship.

The SIAMS Framework was revised in September 2024. Inspection question 6 applies to voluntary controlled schools. "Is the religious education curriculum effective?". This is related to leadership, profile and development of RE. Inspection question 7, regarding the quality of religious education, only applies to voluntary aided schools and addresses that were formerly voluntary aided.

Aims

The broad aims of RE are set out in the Statement of Entitlement and the Suffolk Agreed Syllabus for RE. The primary aim of the subject may be described simply as promoting religious literacy.

Religious Education Intent

The intent for Religious Education at Capel St Mary CEVC Primary School is to instil in children a belief that 'with faith as small as a mustard seed you can move mountains' Matthew 13 verses 31 to 35. With older children in the school this theme is further developed so that they see a connection between the strong trees that mustard seeds become and how their holistic development can provide support and love to their fellow man.

Religious Education Implementation

School Approach to Religious Education

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

A 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, the 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:

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews. Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning.

Organisation and Time Allocation

In accordance with guidelines set out in 'Designing and Timetabling the Primary Curriculum' Religious Education is timetabled for the equivalent of 1 hour in Key Stage 1 and 1.25 hours in Key Stage 2 per week. However, this allocation of time can be covered weekly or as a block of time such as a whole day. This excludes collective worship. Religious Education in the Foundation Stage (EYFS) is covered using short units where the teacher-focused activity is planned for a set time. In Nursery pupils experience activities within the area of personal social and emotional development, which provides a foundation for later work in Religious Education.

When appropriate we organise a special ethos day to encourage the children to deepen their knowledge of the school ethos. At other times, we organise special RE themed days around the current RE topic or special events. These activities usually involve the whole school and the learning is celebrated and shared in a variety of ways.

Religious Education Impact

Assessment, Recording and Reporting

Teachers will include a Knowledge Organisers for RE at the beginning of each unit of work. This will show the key objectives that the children will be expected to cover in each unit along with topic specific vocabulary. The school uses an online assessment system called Insight, which tracks pupils progress over time. Insight objectives will be used to indicate if a child has reached the expected standard or is operating below this.

Children's work may be recorded in Key Stage One in their RE books. Not all records of work involve written documentation – other creative recording may therefore be used (e.g posters, mind maps, post it notes with children's thoughts and ideas, photographs, notes taken by Learning Support Assistants, observed group or individual activities).

In Key Stage Two children have an RE book which provides further evidence of RE learning. This can include written work, posters, pictures, mind maps, photographs and solo taxonomy assessment activities.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. This 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 – The Emmanuel Project
- Supporting and clarifying approach to planning and delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing the budget when necessary
- Monitoring the teaching and learning of RE through a range of activities, such as 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 particularly around Inspection question 6.

The Headteacher and Governors make sure:

- 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 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 (Continuous Professional Development)
- 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 and carers 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 Right of Withdrawal from Religious Education

At Capel St Mary CEVC Primary School we wish to be 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 Headteacher 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 school may also wish to review such a request each year, in discussion with parents
- 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 to be given.
- Parents have the right to choose whether or not 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 informed decisions.
- 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 best be accommodated.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching 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 their pupils 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 the school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are followed as long as the LA SACRE 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.

Reviewed: Feb 2026

Next Review Date: November 2027