

# Welcome to Stoke Canon C of E Primary School and Pre-School



*Vision Statement: Nurture and Grow Together through Compassion, Integrity and Kindness*

## Stoke Canon C of E Primary Church of England School RE Policy

**Date of update: July 24**

In our school our Christian vision shapes all we do.

### Nurture and Grow Together through Compassion, Integrity and Kindness

As a small rural village primary school, we are surrounded by the amazing landscape of the Devon countryside. Planting and harvesting are part of our daily lives so therefore we use the Parable of the Sower from Matthew 13 to show our pupils that if we nurture each other and give each other the right support to grow as individuals then we will develop love, honesty and respect for each other and everyone in our global community.

**‘But as for what was sown on good soil, this is the one who hears the word and understands it, who bears fruit and yields’.**

#### Parable of the Sower: Matthew (13:23)

‘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 educate for dignity and respect encouraging all to live life well together.’

[RE Statement of Entitlement](#) from the Church of England Education Office (Feb 2019)

#### Policy Statement

Religious Education (RE) has a very high profile within the Stoke Canon 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.

## **Legal Requirements**

As a Voluntary Controlled (VC) School, at Stoke Canon C of E Primary School we are required to follow the [Devon and Torbay Agreed Syllabus 24 to 29](#) 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).

## **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

## **Teaching and Learning**

In line with the Church of England RE Statement of Entitlement [2019] at Stoke Canon C of E Primary 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

## 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.

Reflecting Stoke Canon C of E Primary School's trust deed which states the school will preserve and develop its religious character in accordance with the principles and practice of the Church of England and in partnership with the church in the parish and the diocese. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to all its pupils.

Christianity should be the majority religion studied and should be at least 50% of curriculum time. 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

## Resources

Devon Agreed Syllabus (Federation Drive)  
Understanding Christianity materials (Federation Drive)  
Other resources (Learning Zone)

## Assessment

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the Devon 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

### **Monitoring, Evaluation, Assessment, Recording, Reporting**

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision
- The Executive Headteacher has overall responsibility for monitoring and evaluation but monitoring will be completed by the Subject Leader.
- 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 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 liaise with the Diocese and deliver CPD as appropriate.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for religious education.
- Generally, this will be an annual plan and should be informed by this policy.
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

### **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 will have the opportunity to attend Subject briefings.

### **Manging the right to withdraw from RE**

At 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 or in person. If pupils are withdrawn from RE then the SLT will liaise with parents or provide suitable supervision/ activities.

**Date of last review: July 24**

**Headteacher signed:** *L.J. Herbert*

**Date: July 24**

**Chair of Governors signed: T.Smith**

**Date: August 24**