



**BLUE COAT C E (AIDED) INFANT AND JUNIOR SCHOOLS' FEDERATION**

# **Religious Education Policy 2026**

## Table of Contents

1. Vision Statement.....	3
2. Our School Mottos .....	3
3. Rationale for RE at Blue Coat C E Infant and Junior Schools’ Federation .....	3
4. RE Statement of Entitlement .....	3
5. The RE Curriculum .....	4
6. Syllabus .....	5
7. Spiritual, moral, social and cultural development (SMSC) .....	5
8. The management of RE.....	5
10. RE outcomes for pupils .....	6
11. Assessment.....	6
12. Progression and Monitoring .....	6
13. Right to withdrawal - see appendix .....	7
14. Health and Safety .....	7
15. Appendix 1 .....	8
Managing the Right of Withdrawal .....	8

## Religious Education Policy

### 1. Vision Statement

Our whole school curriculum including RE promotes our vision statement as set out below:

‘I will bless you with a future filled with hope—a future of success, not of suffering.’

Jeremiah 29:11

### 2. Our School Mottos

Gospel of St. Matthew: ‘Love God, love others’ and ‘Let your light shine’

### 3. Rationale for RE at Blue Coat C E Infant and Junior Schools’ Federation

Religious Education (RE) plays a central role in enabling pupils and adults to flourish within our Christian vision and in defining the school’s distinctive Christian character. As a core subject within the curriculum, RE deepens pupils’ understanding of Christianity as a living faith while fostering respect and appreciation for other religions and world views. Through RE, pupils learn both about religions and from religions, developing wisdom, understanding and respect as they explore life’s big questions. Our RE curriculum reflects the diverse multi-faith community we serve.

Religious Education at Blue Coat CE Infant and Junior Schools’ Federation is rooted in our Christian vision and the belief that every person is created in the image of God and therefore of infinite worth. Through the study of Christianity and other world faiths, pupils are encouraged to reflect on belief, meaning and purpose, while developing respect for others and their values. RE enables pupils to flourish intellectually, spiritually and morally, equipping them with the knowledge and understanding needed to live well together in a diverse and changing world.

### 4. RE Statement of Entitlement

RE teaching in the Federation will be in line with the recommendations of the [Statement of Entitlement for Church Schools](#), published by the Church of England Education Office (February 2019).

We firmly agree with the aims of the C of E vision for education that:

*Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.*

*In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.*

***Educating for wisdom, knowledge and skills:*** *enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.*

***Educating for hope and aspiration:*** *enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.*

***Educating for community and living well together:*** *a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.*

***Educating for dignity and respect:*** *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

Christianity will therefore comprise no less than two-thirds of the RE curriculum time. The teaching of Christianity is core to the teaching of RE in these Church of England schools. However, as Church schools and the diverse nature of the community that we serve, we have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

## 5. The RE Curriculum

RE teaching in the Federation also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The schools base it on the syllabus decisions ratified by the governing body and the Walsall Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity, RE Today Online resources and other appropriate materials to enhance RE teaching and learning.

The Curriculum, although largely based on the resources from Understanding Christianity, has and will be regularly reviewed across the Federation to ensure that the provision is sequential and appropriate to the needs of the community that we serve.

RE content is threaded throughout the Federation Curriculum and it is embedded in all aspects of the Federation's ethos and culture. At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching, allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

### **The aims of Religious Education in our school are:**

- 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 and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions, beliefs and world views.

### **The outcomes for pupils at the end of their time in our school are that they are able to:**

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives.
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, and worship.
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean.
- Ask questions sensitively about the lives of believers and suggest appropriate answers.
- Reflect on the decisions people make – including believers – and suggest possible outcomes.
- Compare their own experience and identity with others – including believers.
- Reflect and empathise with the big questions of life, suggesting some answers / insights.
- Be confident to explore their own spirituality and search for truth.
- Value the religious journey of faith.
- Develop pupils' ability to interpret and appreciate religious imagery and expression.

## 6. Syllabus

The Federation RE curriculum has been drawn from The *Understanding Christianity* resources and the Walsall Agreed Syllabus.

Faiths taught through the Federation R E syllabus

Foundation Stage	Christianity and World Faiths
Key Stage 1	Christianity, Sikhism and Islam
Key Stage 2	Christianity, Islam, Sikhism and Hinduism

*World Faiths taught are Hinduism, Islam, Judaism and Sikhism*

## 7. Spiritual, moral, social and cultural development (SMSC)

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

<b>Spiritual</b>	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
<b>Moral</b>	Helping each pupil develop their own informed values.
<b>Social</b>	Helping pupils understand some major forces shaping the values of our society.
<b>Cultural</b>	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and moral education (PSHME)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

## 8. The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. As church schools we recognise that it should be a priority to build up staff expertise in RE.

Each school has a team of RE subject leaders across the Federation. The RE subject leaders are responsible for:

- producing a scheme of work for the schools;
- supporting colleagues in the detailed planning and delivery of RE provision;
- ensuring Religious Education has status within the schools;
- keeping in touch with subject developments and disseminating information as appropriate;
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff;
- undertaking personal development and subject training and ensuring provision for staff INSET;
- monitoring RE provision, practice and outcomes;
- ensuring assessment strategies are in place in line with the Agreed Syllabus;
- creating the RE Development Plan and ensuring its regular review;
- accountability for RE standards in the schools;
- meeting with members of the Diocesan RE advisory team when possible.

## 9. Children with Special Educational Needs

Class teachers will ensure that all RE content is adapted and delivered to the needs of their children, in line with the Quality First Teaching guidelines.

Teachers will plan activities according to the needs and abilities within the class, adapted working above or below the RE curriculum accordingly. Activities have been amended within the new version syllabus to make the teaching and learning of RE accessible to all.

## 10. RE outcomes for pupils

**In RE pupils will be encouraged / have opportunities to:**

- Think theologically and explore ultimate questions;
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Develop the skills to analyse, interpret and apply the Bible text;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Recognise that faith is a particular way of understanding and responding to God and the world;
- Analyse and explain the varied nature and traditions of the Christian community;
- Show an informed and respectful attitude to religions and world views in their search for God and meaning;
- Reflect sensitively on areas of shared belief and practice between different faiths;
- Enrich and expand their understanding of truth;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions;
- Express religious ideas with the appropriate language, vocabulary and terminology;
- Be confident in expressing and nurturing their own faith journey.

## 11. Assessment

RE assessment across the Federation is based on the use of “Do Now” and “Exit Ticket” tasks. “Do Now”, tasks at the start of lessons are aimed to assess prior learning and provoke philosophical, social and theological thinking.

“Exit Ticket” tasks provide opportunities for assessment at the end of each unit. They assess children’s

- depth of understanding of the content
- ability to ask reflective questions
- ability to apply learned concepts to their own lives and their own view of the world.

Each class has an RE diary for content and pupil responses to be recorded throughout the year. These diaries are passed onto the next class teacher.

Each child has their own RE book to record their RE learning and reflection journey. Teachers will assess RE with reference to the assessment and the marking policies. Parents will be informed on their child’s progress at regular parent evenings and a written report given at the end of the year as part of the child’s annual written report which will be recorded on INSIGHT.

## 12. Progression and Monitoring

RE will be monitored by the coordinator on a termly cycle and with reference to the Federation Improvement Plan.

### **13. Right to withdrawal - see appendix**

At Blue Coat C E Infant and Junior Schools' Federation we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Executive Head who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents' beliefs and values.

### **14. Health and Safety**

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## 15. Appendix 1

### Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that: ***Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over)***

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the ***Statutory Inspection of Anglican and Methodist Schools (SIAMS)***, whether VC, VA or academy.

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 occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)***

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

### Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually. Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (***Non-statutory Guidance 2010***).
- It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests do not hamper their responsibilities to ensure equality for all and the promotion of British Values.