



HINDON CE VA PRIMARY SCHOOL

St. Mary's and St John's

Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Hindon CEVA Primary School is a Church of England Voluntary Aided School and the provision of RE must be in accordance with the Trust Deed of the School and will be Christian in nature. However, we understand that an important area of Fundamental British Values is to develop mutual respect and tolerance of other faiths and beliefs. At Hindon School, as part of the British, multi culture society in which we all live, we believe that it is important for pupils to learn about other cultures, faiths and beliefs in order to develop an understanding and respect for others. The Governors in consultation with the Head teacher have decided to adopt Discovery RE supported by Understanding Christianity as a means of supporting and developing Religious Education learning and understanding at Hindon School.

Intent

At Hindon School, within our Christian ethos, our intent is that Religious Education will:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as global citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe and wonder and mystery
- promote an understanding of Fundamental British Values and our school Christian Values

Spiritual, Moral, Social and Cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding and prepares pupils as global citizens.

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RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Implementation

RE wherever possible is linked to our Curriculum Drivers; Explore the present, Investigate the past and Create the future. Based on Discovery RE topic units, together with themes from Understanding Christianity, Religious Education at Hindon School develops, extends and promotes thinking and understanding of world religions and beliefs based on a secure knowledge of Christianity. Understanding Christianity enables pupils to understand religious concepts from a purely Christian point of view, to understand that some people believe that Christianity helps them to be kind and understanding of others and that some people challenge Christianity from a scientific point of view. Discovery RE encourages pupils to investigate a range of worldwide religions, celebrations, faiths and beliefs.

RE is planned for our mixed age classes, on a rolling programme. EYFS teach RE over One Year, KS1 two year and KS2 four years and is taught either weekly or by unit of work. Where possible RE is linked to topics.

Impact

In line with the schools Assessment Policy, RE will be assessed at the end of each unit of work through a quiz and essay. RE will be timetabled so that the school can fulfil its legal obligations to teach RE regularly and pupils can make good progress. Governor monitoring will ensure that RE is effectively managed and that standards and achievement in RE and the quality of the provision are effective.

The right of Withdrawal from RE

At Hindon CEVA Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children 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.

We would ask any parent considering this to contact the head teacher to discuss any concerns or 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 lessons are aware of the RE syllabus (see Long term Plans on Website) and that it is relevant to all pupils and respects their own personal beliefs. Parents can then make an informed choice.
- The school will review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE lessons without influence from the school.
- If pupils are withdrawn from RE lessons, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

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- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil 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 school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA 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.

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Review Spring 2023

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