

## GUIDELINES FOR A RELIGIOUS EDUCATION POLICY

### Introduction to all Policies

There should be a standard school introduction which precedes the detail of each policy, as a reminder to all reading it. e.g.

“This policy should be taken and used as part of . . . Church of England School’s overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school”

### Note:

Close reference should be made throughout to the Agreed Syllabus ‘Awareness, Mystery and Value’ (AMV). From September 2001 the Diocesan guidance to Voluntary Aided Church of England schools is to implement AMV with an adjustment in the balance of learning opportunities in order to fulfil their Trust Deed (see separate document available from the Education Department, Old Deanery, Wells).

### 1 An Introductory paragraph outlining the school’s approach to Religious Education.

#### This should mention:

- some basic statements about RE – the legal requirement, its purpose and place in the curriculum as a core subject :
  - North Somerset & Somerset revised AMV Sept 04 - Page 10-11
  - Bath and North East Somerset AMV Feb 98 – Page 6
- the school mission statement and aims and the contribution RE makes toward these.
- the aims of RE - taken from :
  - North Somerset & Somerset revised AMV Sept 04 - Page 13
  - Bath and North East Somerset AMV Feb 98 – Page 8

- time allocation (from the Dearing Curriculum Review):

Key Stage 1 – 36 hours per year  
Key Stage 2 – 45 hours per year  
Key Stage 3 – 45 hours per year  
Key Stage 4 – 40 hours per year

## 2 Aims and Objectives

Paragraphs outlining the schools approach to RE.

They should include:

- teaching and learning styles:
  - i. the balance between whole class, group and individual work
  - ii. whether it is taught as part of an integrated topic or as a discreet unit and where RE is the lead topic
  - iii. the use of RE or 'Church' days and RE weeks
  - iv. the use of visits and/or visitors
- skills and attitudes to be developed:
  - North Somerset & Somerset revised AMV Sept 04 - Pages 18 - 20
  - Bath and North East Somerset AMV Feb 98 – See AMV Pages 12 – 13

## 3 Opportunities for Religious Education

Reference should be made to:

- Planning
  - i. a simple outline, referring to the study units for the key stages taught in your school. See AMV:
    - North Somerset & Somerset revised AMV Sept 04 – Pages 56 - 94
    - Bath and North East Somerset AMV Feb 98 – See AMV Pages 29 – 54
  - ii. for Key Stages 4 & 5 include reference to the examination syllabuses studied.
- Continuity and progression
  - i. how progression is organised.
  - ii. the relevance and type of monitoring
  - iii. relationships to other phases and key stages (liaison in RE is a particular issue) including transfer of data
- Spiritual, Moral, Social and Cultural Development - How RE makes a significant, although not exclusive, contribution to these areas. (All

subjects of the curriculum should contribute to SMSC development).

- Resources
  - i. an outline of the variety of resources within school
  - ii. resources available from outside of the school (eg from the Resources Centre at the Old Deanery, Wells, use of local church etc).
  - iii. use of ICT (including websites)
- school policy on visits and visitors:
  - i. note particularly that the role of any visitors to school is still to educate, not evangelise.
  - ii. include the use made of the parish church and other local churches.
  - iii. mention schools visiting policy and safeguarding

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

- how RE is to be assessed, using guidance in AMV:
  - North Somerset & Somerset revised AMV Sept 04 - Pages 56 - 94
  - Bath and North East Somerset AMV Feb 98 – See AMV Pages 19 – 21

and your school's assessment policy (see also AMV website)

- frequency and times of any formal assessment tasks
- monitoring cycle and means of evaluating RE
- options for recording RE
- legal reporting arrangements

#### **5 Parents/Governors/Diocesan Liaison and Local Community issues**

- the parental right to withdraw their children from RE.
- governor roles and responsibilities (monitoring etc)
- diocesan support
- community needs/issues will have been met within the locally agreed syllabus
- teachers' right to withdraw from RE teaching .

- i. reference in the School Prospectus.
  - ii. reference made to the detail and procedure in the Staff Handbook.
- Equal Opportunities, Special Needs and Gifted and Talented, and Community Cohesion - refer to these documents and state how RE fulfils their requirements.

**6 Any other issues including:**

- job description of RE co-ordinator / head of department (as an appendix)
- regular staff development in RE (internal or external)
- cluster groups/meetings
- availability of diocesan course leaflet for all members of staff
- budget issues relating to RE
- staffing arrangements

*NB Schools should also refer to the DCSF document 'Religious Education in English schools: Non-statutory guidance 2010', which replaces Circular 1/94, the previous guidance for RE*

**7. Date adapted by Governors and Date of Next Review of Policy:**