**Worcester Diocesan Board of Education: Guidance notes for**

**Model RE Policies in Schools**

1. **Introduction**
	1. It is important to note that a policy for Religious Education (RE) should take into consideration several key documents:
* [Statement of Entitlement](https://d3hgrlq6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/1594051557.pdf) (June 2016)
* [Church of England’s Vision for Education](https://d3hgrlq6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/1594051766.pdf) (Autumn 2016)
* [SIAMS Evaluation Schedule](https://d3hgrlq6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/1592382152.pdf) (April 2018)
* [Valuing All God’s Children](https://d3hgrlq6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/1594052168.pdf) (Summer 2019)
	1. Schools who are part of a Multi Academy Trust (MAT) should also take into consideration any decisions that may been made by the MAT. Throughout the document, schools / academies should note that where ‘school’ appears in the document it can be substituted for ‘academy’ as appropriate.
1. **Syllabus**
	1. In a Church of England academy, the requirements for RE are specified in the funding agreement for that academy. For a Voluntary Aided (VA) school that converts to academy status the model funding agreement specifies that an academy with a particular religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. Foundation or Voluntary Controlled (VC) schools with a religious designation that convert to academy status must arrange for RE in accordance with the Locally Agreed Syllabus.
2. **Vision**
	1. It is important that the provision for RE fits within the school’s distinctive Christian Vision, therefore, you should outline how your school’s Christian vision is a driver for the RE in your school and the impact this has.
3. **Intent**
	1. Outline the intent of RE in your school. Ideas could be taken from [*Religious Education in English Schools*: non-statutory guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf) (2010), the Church of England Statement of Entitlement or from the Agreed Syllabus. You should look to explain what you hope to achieve with RE within the school, the purpose of teaching it and why you believe this is an important subject within the school.
4. **Time Allocations**
	1. This will include how RE is delivered i.e. as a discrete subject or as part of topic work or humanities etc.: what religions are taught at each Key Stage, how much time per week / term is spent on RE in each Key Stage and other operational information such as where resources are stored etc.
5. **Assessment / Recording & Reporting**
	1. Schools are required to report on standards in RE. Within this section it will be useful to document:
* systems that you use for assessment e.g. Target Tracker, Insight, SPTO, Classroom Monitor, schools own internal systems, etc.
* what data you will collect
* how often you will collect data
* how you will report this to parents, including how often.
1. **Responsibilities for RE in school**
	1. Within school there may be a number of people that have a shared responsibility for aspects of RE. It is worth making reference to specific roles for each person, particularly if some aspects are split between a number of people for example: Key Stage 1 and Key Stage 2.
2. **Managing the Right of Withdrawal**

8.1 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 the parents.
* The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need 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 an informed decision.
* 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 be best accommodated.
* If pupils are withdrawn from RE, 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.
* 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 SACRE (VC schools) or diocese (VA schools) 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.
1. **Further support**

9.1 For further support and guidance on RE policy please contact Rev. Duncan Hutchison, Diocesan Education Adviser on dhutchison@cofe-worcester.org.uk or 07960 977847.

**Appendix 1 – Subject Action Plan**

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| **Year: 20\_ - 20 \_** |
| **School Vision:** |
| **School Context:** | **Subject Context:** |
| **Ofsted / SIAMS Report Considerations:** | **COVID-19 considerations:** |
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| **Key Development Foci:** | **Intended Outcomes:** |
|  |  |
| **Objective** | **Precise Actions** | **Led by** | **Timescale** | **Resources** | **Review** |
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