





November 2023

Whole policy

New policy

*Chief Executive Officer*

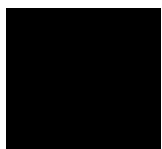
*Chair of the DPD Committee*

To provide environments where children and young people can thrive.  
*Life in all its fullness - a place to thrive*

Respect, Teamwork, Kindness



A respectful and inclusive community, with a culture of thankfulness and appreciation, where we celebrate equality and diversity.



High quality first teaching across all of our schools, in every learning session, without exception.



A broad and balanced educational offer which develops all pupils academically, practically, emotionally, socially and spiritually, leading to great outcomes.

Resilient, sustainable and ethical leadership at all levels of the organisation.

*flourish and to thrive and experience life in all its fullness*, through delivery of a high quality ambitious broad and balanced RE curriculum  
 enter into rich and meaningful dialogue, through balanced and well informed conversations in  
 to develop key substantive, disciplinary and personal knowledge, regarding engagement with  
 range of religious and non-religious world views, living faith tradition and diversity within  
 same and between different religions, the nature, significance and impact of these and how  
 has shaped Great Britain and the world  
 reflect on the diverse multi-religious and multi-secular society and their place within this society  
 to become religiously literate  
 to prepare pupils for opportunities, responsibilities and experiences of life, including the  
 values of mutual respect and kindness, through appreciating diversity, tolerance, dignity,  
 well together and appreciating diversity

This policy has due regard to all relevant and including, but not limited to, the following:

DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)\*\*

RE Statement of Entitlement for Church schools, February 2019

SIAMS Framework Church of England, September 2023

This policy operates in conjunction with the following policies:

Social, Emotional and Mental Health Policy

Collective Worship Policy

\*\*Religious Education be provided for all registered pupils in full time education except those withdrawn at their parents request (or their own request if aged 18 or over)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from relating to subjects of the National Curriculum. As Religious Education must be taught to all registered pupils at the school, it includes pupils in reception classes, but not those in nursery classes or groups.

Parents/carers do have the right to withdraw pupils from RE lessons, or any part of the RE curriculum.

The school/academy comply with any request from a parent/carer to withdraw their child and parents/carers are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. If you wish to do this, please make an appointment with the RE subject leader in school.

Our schools have a duty to supervise pupils withdrawn from RE, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, alternative arrangements will be made for RE of the kind the parents/carers want the pupil to receive. These arrangements will be made by the parents/carers. The school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practical the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

RE is a priority in school and has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the intent, implementation and impact of the RE curriculum is comparable to other curriculum subjects.

Pupils can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a deep understanding of the Christian faith. This means that the RE curriculum is intrinsic to the outworking of our distinctive Christian vision in every aspect of school life. It is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils to flourish.

challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews. It reflects a good practice, to enable pupils to develop their

As a church school, the

is an important part of our RE

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We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Our RE curriculum provides fully for the needs of all pupils, engaging and challenging them through

RE lessons provide a

Our RE curriculum introduces pupils to a range of relevant disciplines including  
Posing and discussing big  
and challenging questions, to engage in meaningful and informed dialogue with those of all religions  
worldviews. Reading and critically analysing texts. Interpreting information from different sources.  
Researching information for themselves. 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

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How do we know that our curriculum is having the desired impact?



During lessons there is regular formative assessment to see whether pupils know more and remember. Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning and retrieval, bringing core knowledge and skills into long term and working memory.

At the end of a unit of work, a teacher considers each pupil's progress against the expected end points, whether pupils are working at the expected standard, emerging or exceeding, through a summative assessment.

It would be inappropriate to expect the same depth of learning in a different religion to an aspect of Christianity where learning may have been built up over several years. A pupil studying their own religion or worldview demonstrate learning that exceeds expectations, and which is not typical of what they know, understand or do in relation to other elements of the syllabus.

In our schools, RE will have no more than one fifth of the curriculum time of English for example and should require a commensurate amount of time for summative assessment.

The

will:

Ensure that all pupils receive their legal entitlement of religious education.

Ensure RE provision reflects the Church of England Statement of Entitlement.





All Church schools/academies within the Trust will have a qualified RE lead who is an RE specialist or has received specialist training.

Regular CPD and training opportunities are delivered through the Trust and Diocese of York and are bespoke to school/academy needs.

All Church schools/academies within the Trust are members of NATRE, the professional RE Association, to access high quality resources, CPD and training and reflect upon current research and papers from the Church of England Education Office.

The Trust Church School group meets each half-term for schools to further refine and evaluate RE provision.

The Trust has an RE network to which all schools attend each half term.

The Diocese has an RE network to which all schools attend.

	Manor Church of England Academy
	Jordan Cairns
<i>Inline with policy approval</i>	November 2023

The localised procedures for the school/academy setting focus on the following key areas: -

- Leadership of RE
- RE Syllabus
- RE Curriculum Time
- RE Curriculum Balance
- Visits and Visitors

	Laurence Tate
	Richard Nihill

We teach according to the Diocese of York and Leeds RE syllabus	

Reflecting the school/academy s Trust Deed/Academy Funding Agreement, pupils are entitled that in Church schools,		
, is between 5-10%		
	2	hours
	2	hours

Christianity  
(50%) and

Islam, Buddhism, Sikhism and Non-religious worldviews. Pupils also learn from other religions represented in the local area, and study at least one example of a non-religious worldview, such as Humanists.