

Religious Education in Church of England Schools - Statement of Entitlement Analysis 2019

Aims and objectives of RE in a Church of England School

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

To explore their own religious, spiritual and philosophical ways living, believing and thinking.

RE Curriculum - description	Pupils can expect ...	Parents can expect ...	Teachers / Leaders can expect ...
<p>A high quality sequential RE programme. Central at the RE curriculum - Study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Curriculum covers a sequenced range of religions and worldviews.</p> <p>RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.</p> <p>The RE curriculum will engage and challenge them through the exploration of core concepts and questions.</p> <p>The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development</p> <p>It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for</p>	<p>A clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.</p> <p>Teaching and learning will engage with biblical texts and theological ideas. Meaningful and informed dialogue with a range of religions and worldviews. Opportunities to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures.</p> <p>To develop confident religious literacy.</p> <p>Pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>Learning activities must provide fully for the needs of all pupils. A wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. A safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.</p>	<p>RE will be taught in accordance with the trust deed (VA) and accordance with the locally agreed syllabus (VC) and funding agreement (Academies) Parents have the right to withdraw their child from RE.</p> <p>An RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. High quality resources will be used e.g. Understanding Christianity.</p> <p>Parents can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.</p>	<p>RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>In all Church schools, religious education must be considered an academic subject.</p> <p>Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.</p> <p>It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:</p> <ul style="list-style-type: none"> • at least one member of staff having RE qualifications or receiving specialist training. • secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching. • all staff teaching RE having access to subject specific professional development • all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities. • all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.

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<p>implementation and provision and a process for evaluating impact.</p> <p>Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.</p>	<p>All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner.</p> <p>Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences.</p> <p>Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.</p>		<ul style="list-style-type: none"> • a governing body which is monitoring standards in RE effectively. <p>Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:</p> <ul style="list-style-type: none"> • a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role • their senior management team and their governing body, especially foundation governors or academy equivalents • their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background • the Church of England Education Office local clergy and other ministers and Christian communities.
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