RE Policy

Approved: April 2025

To be reviewed: April 2026

At Raddlebarn Primary School, we believe that RE has an imperative part to play in promoting the spiritual, moral, social, cultural, and intellectual development of our pupils, and in helping them to gain a greater understanding of themselves and a more compassionate awareness of the world around them and the people in it. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision, we believe that education in RE should be a child-centered, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community must show respect and tolerance for others, and develop a better cultural awareness.

Families who send their children to this school are from a range of faith backgrounds; therefore, it is not the practice of this school to preach to or convert the children. The faith background of both the staff and the children's family is respected at all times.

Parents of a pupil at Raddlebarn Primary School have the right to withdraw their children from religious education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE, the school must comply unless the request is withdrawn. Any parent who wishes to do this may consult the head teacher. Teachers may also withdraw from the teaching of RE.

Legal Requirements

The statutory requirements can be found in the Education Act (1944) and the Education Reform Act (1988).

- RE must be taught according to a locally agreed syllabus prepared by a specially convened standing conference. At Raddlebarn Primary School, RE is taught within the new Birmingham Agreed Syllabus for Religious Education.
- RE must not be denominational but teaching about denominational differences is permitted.
- RE must be provided for all registered pupils, but parents have the right to withdraw their children from RE lessons.
- The Educational Reform Act (1988) states that 'RE must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'. The Birmingham Agreed Syllabus for Religious Education meets the above requirements.

The aims of RE in the school

At Raddlebarn, we teach the 24 dispositions as laid out by the Birmingham Agreed Syllabus, which is broken into four tangible, interconnected aspects:
-Learning from Experience
-Learning about Religious Traditions and Non-Religious World Views
-Learning from Faith and Non-Religious World Views
-Learning to Discern.

At Raddlebarn Primary School, we aim to help pupils to:

- acquire and deepen their knowledge and understanding of Christianity and other principal religions represented in Great Britain: Sikhism, Judaism, Islam, Buddhism, Hinduism, Bahá'í, Jainism and Rastafari as well as non-religious world views including Agnosticism, Atheism, Humanism and Secularism.

- understand and draw on the beliefs, expressions and practical actions of religious traditions.
- develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own.
- enhance their spiritual, moral, cultural and social development by:
    1) developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
    2) responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
    3) reflecting on their own beliefs, values and experiences in the light of their study

As a school, we plan and deliver 'Experiential RE' sessions across the school. 'Experiential RE' involves learning about different religions in a multi-sensory environment, thereby enhancing the children's experiences of RE. We believe this approach will engage the pupils more effectively by immersing them in a captivating environment. We teach this through using our classrooms as stages to set religious scenes, employing real artefacts to educate the children about religious traditions, and utilising various other sensory methods. We are confident that this approach will rejuvenate the children's enthusiasm for RE and enable them to access the RE curriculum in a more stimulating manner.