

HUGH SEXEY CHURCH OF ENGLAND MIDDLE SCHOOL



RELIGIOUS EDUCATION POLICY

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.



Date	Author	Date for Revision
2024	RA	2028

HSMS VISION STATEMENT

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.

At Hugh Sexey Church of England Middle School, we have a set of core Christian values that permeate all aspects of policies, curriculum and daily practices of our school: Koinonia, Trust, Compassion, Thankfulness, Endurance and Justice.

1. Approach to Religious Education

A high-quality Religious Education (RE) curriculum, which is both balanced and broad and which meets all statutory subject requirements, is essential for all schools, including academies. At the heart of Religious Education at Hugh Sexey C of E Middle School (HSMS) is the teaching of Christianity, rooted in the person and work of Jesus Christ. This is combined with a Religious Education provision that is also inclusive of all faith and non-faith communities, their beliefs and world views, and which prepares our pupils to be open-minded and tolerant global citizens for the future

Since acquiring academy status, while we are not obliged to follow the Somerset Locally Agreed Syllabus, we still believe that it and diocese guidance form a strong foundation of good practice on which to base our curriculum. We are proud of our curriculum provision, which we feel is rich, varied and well-resourced. At HSMS we provide an extensive range of extracurricular opportunities to allow the children to explore religion, values and beliefs within local and regional communities.

Religious Education (Religion, Philosophy and Ethics) is part of the wider Social Studies faculty and clear substantive and disciplinary are planned and resourced in a spiraled curriculum. We use an enquiry-based approach to learning that engages with biblical and sacred texts as well as human experiences of faith and religion and which contributes to the further development of academic and emotional literacy in line with Fundamental British Values.

Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and have a significant impact on learners. RE has a high profile within the Humanities curriculum and within the school as a whole.

How does HSMS meet the Statement of Entitlement?

Intent:

Religious Education (Religion, Philosophy and Ethics) Intent Statement

The HSMS Religion, Philosophy and Ethics curriculum allows pupils to acquire knowledge and understanding of the beliefs, practices, and world views, which not only shape their history and culture, but also **guides their own personal development**. The modern world needs young people who are sufficiently confident in their own **beliefs and values** that they can **respect** and be sensitive to religious and cultural differences of others and contribute to a **cohesive and compassionate society**. Pupils will learn to recognise the challenges involved in distinguishing between ideas of right and wrong, and **valuing what is good and true**. As well as reflecting upon and evaluating the role of religion and belief in the world today, pupils will be encouraged to develop their **sense place within society** with an appreciation of Fundamental British Values. They will learn to produce reasoned, thoughtful arguments and well supported conclusions, especially when engaging with questions of meaning and **ethical issues**.

Implementation:

RPE Curriculum Overview	Term 1&2	Term 3&4	Term 5&6
Y5 RPE	Christianity- salvation (festivals, worship, rite of passage) Visit: Holy Trinity Church HSMS Christmas Nativity Production	Religion and Science – Creation/Evolution	Islam Text: Malala's Magic Pencil Visit: Virtual (Bristol Mosque)
Substantive Knowledge (Key Concepts)	• Describe features, functions and symbols of church and worship. • Prayer and forgiveness. • Christian rites of passage; sacrifice (Baptism & Communion) • Incarnation (Nativity)	• Creation and fall – Genesis and Exodus • Comparison of the Creation story with a scientific view • People of God (Agape) • Stewards of Creation • Salvation – Easter Story	• The life and times of Muhammad (PBUH) • Islamic Golden Age invention • The function and features of the Qur'an • The teachings of Islam. • Pilgrimage – Hajj vs Christian.

Disciplinary Knowledge	• Critical thinking, reflections and interpretation of religious texts and understanding Christian beliefs and practices. • Develop familiarity with key concepts and practices within Christianity. • Explore the moral values, traditions and the impact of religion on individuals and society.	• Investigate and ask questions about religion and beliefs, interpret religious texts and compare Christian beliefs of Creation with Scientific views – express personal views and demonstrate understanding different perspectives. • Understand different worldviews. Develop an awareness of key concepts of Creation and Salvation. Be aware of personal impact on the planet and how to be a Steward of Creation. • Understand the role of religion in shaping the moral values and community life (Agape/ people of God),	• Critical thinking, reflection and interpretation of religious texts – understanding diverse beliefs and practices (Islam). Be competent in expressing personal understanding of different points of view. • Understanding of different religions and worldviews. Familiarity with key figures, texts and teaching in Islam. Awareness of the significance of religious practices and beliefs within the Islamic culture. • Understand the concept of belief and its impact on individuals and society (Malala). Appreciate the importance of respect for different beliefs and practices. Understand the role of religion in shaping moral values and community life.
Agreed Syllabus	Coverage of religions required at KS2 is Christianity plus three other religions from: Hinduism, Islam or Judaism. Non-religious views (e.g. Humanism) must also be represented		
Sequencing	Spiral of learning links: Y7 Tudor Britain, Yr 8 Jesus in Jerusalem, GCSE Systematic study of Christianity.	Spiral of learning links: Y5 What do Christians believe about Incarnation?	Spiral of learning links: Yr 7 Tudors, Y8 Religion, Justice and equality,
Y5 cross curricular links	EN: Kensuke's Kingdom (Y5) SC: Living things/animals	SC: pulleys and gears (inventions)	ART: Greek pot design DT Viking Long boats EN: text Who let the Gods out

			ENG: Myths and Legends (TBC)	EN: Non Chronological writing (Vikings TBC) MA: Data handling
Y6 RPE	What is important to Jews? Judaism Visit: Bristol Progressive Synagogue	How do Sikhs show their commitment to God? Sikhism Indian Dance Workshop Langar Meal – bring and share community meal.	What can we learn about the life of Jesus from the Parables? Life of Jesus; Parables (Agape)	
Substantive Knowledge (Key Concepts)	- Features and functions of synagogue and worship - Jewish rites of passage - Jewish celebration - Jews living in America (immigration)	- The Gurus and their teachings - Living as a Sikh – the 5 Ks - Importance of the Golden Temple - How do Sikhs live in Britain? - Celebrating Diwali	- Life and times of Jesus - Literal and implied meaning of parables - How the parables are lived today by Christians - Christian outreach in deprived areas.	
Disciplinary Knowledge	- Analyse religious texts and artefacts. Compare beliefs and practices within Judaism and other religions (Christianity/ Islam) and evaluate the significance of rituals and traditions in Judaism. - Understand key beliefs and texts such as the importance of the Torah, Shabbat and Jewish festivals. Recognise the historical contexts of Jewish traditions and their development.	- Critical thinking and analysis of Sikh beliefs and practices. Compare and contrast Sikhism with other religions (Christianity, Islam, Judaism), apply knowledge to understanding the role of Sikhism in society. - The fundamental beliefs of Sikhism (the concept of God, the Guru and teachings, 5Ks, and serving the community). The development of Sikhism and the key texts.	- Analyse and interpret Christian parables by evaluating the moral or lesson provided by the text. Compare parables with other religious or moral stories. Demonstrate understanding through discussion and reflection. - Gain familiarity with specific parables (The Good Samaritan and The Prodigal Son). Understand the context of parables within Christian teachings. Recognise key themes	

	Appreciate the role of community and family in Jewish life and the impact of Judaism on culture and society.	Understand the significance of the Guru in Sikhism. Explore moral and ethical teachings and consider the rituals and traditions in Sikh life (Diwali)	and messages conveyed through the parables. Understand that a parables is a literary form used to teach a moral lesson. Observe and appreciate the relationship between the parables and the teachings of Jesus.
Syllabus	Coverage of religions required at KS2 is Christianity plus three other religions from: Hinduism, Islam or Judaism. Non-religious views (e.g. Humanism) must also be represented		
Sequencing	Spiral of learning links: Y5 Holy books, places of worship, rites of passage; Y7 Stewardship, GCSE systematic study of Judaism.	Spiral of learning links: Yr 7 India	Spiral of learning links: Yr 5 Christian symbols, festivals and beliefs; Yr 8 Jesus and Jerusalem, GCSE systematic study of Christianity;
Y6 cross curricular links	EN: Holes (Sachar was raised in a Jewish family, and many readers have noticed that the protagonist of <i>Holes</i>, Stanley Yelnats, is implied to be Jewish, and that the history of Stanley's family as it appears in the book echoes the experience of Jewish immigrants	En: Just so stories/Rudyard Kipling (India)	SC: revisit space theme from Y5 with moon landing DR: pre-teach for drama work in Y7 'Our day out' – immigration/Windrush

YEAR 7	Religion and the Natural World	History and Belief of Christianity	History and Belief of Buddhism
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Big 6 World Religions • Creation and Evolution • Nature is sacred for Jews, Muslims, Hindus and Indigenous People	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Early Christian Church and reform • Christianity as a diverse religion • Christianity in modern Britain and around the world	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Origins, beliefs and practices • How Buddhists apply the teaching in their daily lives • The importance of the Sangha • Buddhist leadership
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • State different viewpoint(s) with limited evidence or evaluation. • Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. • Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. • Can make a link between belief and action.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • State different viewpoint(s) with limited evidence of argument and/or evaluation. • Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. • Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • State different viewpoint(s) with limited evidence of argument and/or evaluation. • Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. • Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups.

	Respond to questions of religious belief to make an overall judgement or conclusion.	- Can make a link between belief and action. - Respond to questions of religious belief to make an overall judgement or conclusion.	- Can make a link between belief and action. - Respond to questions of religious belief to make an overall judgement or conclusion.
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.		
Sequencing	Spiral of Learning links: - Y5 Biomes (Geog), Y5 Learning about Islam (RE); Y7 Natural Resources (Geog), GCSE Systematic Study of Christianity/Judaism Additional Opportunities: British Values: - Rule of Law, Mutual respect and tolerance of faith and belief	Spiral of learning: - KS2 Christian beliefs God (RE), Religion, Equality and Justice – Equality and Civil rights (Y8 RE), Additional Opportunities: British Values: - Mutual respect and tolerance of faith and belief	Spiral of learning Links: - Y7 India (Geog), Y8 Religion, Peace and Conflict – non-religious world views (PRE), Missionaries (RPE), Whole school mental and Emotional Health (SMSC) Additional Opportunities: - Visitor from British Buddhist centre Values: - Individual liberty, Mutual respect and tolerance of faith and belief
Y7 Cross Curricular Link	SC: Biomes/ photosynthesis ViA: Inspirational leaders	DR 'Our day out' – immigration/Windrush/Liverpool as industrialised city (IR) EN: Non-fiction	SC: hums to introduce rocks/geology which will be studied in Y8 Sci in depth DR: The story of the Chinaman – Tsunami physical theatre EN: Poetry 'The Blessing'

YEAR 8	Religion, Justice and Equality	Jesus and Jerusalem	Religion, Peace and Conflict
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Examples of discrimination and prejudice in the UK and the law (gender, racism, sexuality and poverty) • Abrahamic religious teachings about justice and equality	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Chronology of events of Easter week & Ascension • The literal implied meaning of Bible scripture – Old and new Testaments • Jerusalem is a special place for many religions – historically and today	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) • Justification for and against war – Just War Theory vs Pacifism • Religious and non-religious world view about conflict and war • Extremism and the ‘Peace-makers’ • Case study Winston Churchill – Darkest Hour
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. • Describe the influence that religions and beliefs have on individuals, communities, and societies. • Consider what inspires and influences religious belief and non-religious belief. • Attempt to form a judgement on an issue, reaching a partial conclusion to	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. • Describe the influence that religions and beliefs have on individuals, communities, and societies. • Consider what inspires and influences religious belief and non-religious belief.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence • Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. • Describe the influence that religions and beliefs have on individuals, communities, and societies. • Consider what inspires and influences religious belief and non-religious belief.

	the discussion and describes the significance and/or influence of an issue on religious groups.	Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.	Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.		
Sequencing	Spiral of Learning links: - Y5 Learning about Islam, Y8 Rights and Freedom (Citz), Y8 Jesus in Jerusalem; GCSE Religious, Philosophical and Ethical Studies in the Modern World (RE); Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Geog), Y8 Jesus and Jerusalem; Y8 Celebrating Difference (PSHE) Additional Opportunities: British Values: - Democracy, Individual liberty.	Spiral of Learning links: - Y6 the life and teaching of Jesus (RE); Y8 Religion, Justice and Equality (RE) Additional Opportunities: British Values: - Rule of Law, Mutual respect and tolerance of faith and belief	Spiral of Learning links: - Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Hist), Y8 Jesus and Jerusalem (RE), GCSE Religious, Philosophical and Ethical Studies in the Modern World Additional Opportunities: - WWI battlefield tour - CWGC visit British Values: - Rule of Law, Individual liberty
Y8 cross curricular links	DR: Rosa Parks, Aretha Franklin, Sam Cooke EN: pre-teaching WWI through poetry EN: Romeo & Juliet – themes of inequality and class	EN: source decoding skills	HI: World War 1 En: Poetry of the First World War Y8 Battlefields Trip CO: Film Making – Winston Churchill

“Curriculum balance and time: sufficient, appropriate and balanced, 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. 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”. (Source: Religious Education in Church of England Schools A Statement of Entitlement, 2019)

HSMS Humanities provision meets the minimum requirement of recommended allocated subject curriculum time and meets the desired Christian content as Statement of Entitlement.

2. Aims and Objectives

At HSMS we approach the teaching of RE (Religion, Philosophy and Ethics) as enquiry driven subject. Pupils are motivated to question what they already know and are encouraged to find out more and go deeper, within the context of Key Questions'. While it is important to embed deep and systematic knowledge, as outlined in the substantive and disciplinary knowledge, at HSMS we feel that learning about RE and its place in today's modern world is extremely relevant and inspiring learners. Experienced and professional teachers will use a range of teaching and learning strategies, aimed to engage pupils with wide and varied learning styles and prior life and learning experiences in the subject. Lessons usually involve a range of whole class, group and individual working phases, and are timetabled weekly across all year groups. A range of visits and visitors from Christian and non-Christian places of worship/religious significance are offered throughout the 4 years at HSMS (local church visit, vicar as guest speaker, Jewish synagogue/visitor, Buddhist temple/visitor, Wells Cathedral, Glastonbury Abbey).

3. Opportunities for Religious Education

Planning and Assessment

- A whole school overview and schemes of learning are produced in consultation with RE subject teachers by the Leader of Social Studies and reviewed and revised annually by the Trust's subject director
- Teacher assessment is completed termly, moderated and recorded. Progress in RE is reported in line with our school-wide reporting practices
- RE is reported within our reporting framework for the Humanities subjects
- KS3 Assessments are aligned across our local middle school partner

Continuity and progression

- Progression is ensured through the creation of a 4-year overview plan at HSMS which ensures that key aspects of statutory requirements are met that that prior knowledge is built upon and deepened in subsequent years
- RE subject lead meetings take place between HSMS and the KOW to ensure transition from KS2 to KS3 (Year 9) is successful. Assessment and curriculum are discussed and shared

Spiritual, Moral, Social and Cultural Development

- Attitudes such as respect, care and concern and British Values are promoted through all areas of school life. There are some attitudes that are fundamental to Humanities and Religious Education in that they are prerequisites for entering fully into the study of religions, cultures societies and places, and learning from that experience. The following attitudes are to be fostered intrinsically through the agreed syllabus and HSMS curriculum provision: Curiosity and wonder; commitment; fairness; respect, self-understanding; open mindedness; critical mindedness and Enquiry
- HSMS 6 Core Christian values are referred to explicitly an implicit within class learning

- 'Key Questions' are used to help pupils to develop and use moral and spiritual judgement within their exploration of learning.
- Learning in Humanities and Religious Education offers opportunities for pupils to build an accurate knowledge-base about religions, values and beliefs in relation to cultures, places and societies; past and present. This in turn supports children and young people so that they are able to move beyond attitudes of intolerance towards increasing respect, so that they can celebrate diversity.

Resources

- HSMS is well resourced to deliver RE. We have developed and acquired a wide range of text books, artefacts, display materials, library resources and teacher-created resources. The Humanities department has a budget which can be used to support the acquisition of additional resources as required
- HSMS is also able to access additional resources, as needed or desired through the Resources Centre at the Old Deanery Wells, and Resources for Learning.
- A number of resources for teacher and pupil reference are listed within the Humanities section of the OneNote, including www.request.org.uk (Christianity), www.reonline.org.uk, www.natre.org.uk

School policy on visits and visitors

- Any visitors to HSMS, including those from church or religious affiliations must adhere to the HSMS's policy on visitors to the school
- And visitor from a church or religious affiliation will be briefed by the Leader of Humanities (or designate) to ensure that their focus is education and not evangelism or indoctrination
- These previous statements also applying to our local parish churches and officials
- Any visit out to a religious or holy place will adhere to the school's guidelines for educational trips and visits, meet all risk assessment requirements and adhere to all aspects of the HSMS safeguarding Policy

4. Monitoring, Evaluation, Assessment, Recording, Reporting

- Assessment in RE is based on teacher assessment and formed over an extended period of time. The agreed substantive and disciplinary knowledge form the basis of the content pupils are required to know and progress is recorded in line with the HSMS Skills Ladders and logged in our MIS. Attainment and progress are communicated to parents 3-times per year (KS3) and teachers of RE meet parents to discuss the progress of individual children at 'Parent's Evening', twice a year
- KS2 pupils have their progress and attainment recorded in the Summer term only. The monitoring of RE falls within the whole school monitoring and scrutiny cycle. Teachers of RE present pupil books for scrutiny, have formal lesson observations by SLT and line managers
- Faculty Improvement plans are filed annually and reviewed at two review periods within the school year.
- Pupil voice surveying can be used to collect and analyse the perceptions pupils have about their learning, enjoyment, engagement and progress in RE (and Humanities)

- Pupil progress is tracked and analysed at regular intervals and plans of action are formed through line management meetings
- If any pupil were to be withdrawn from RE, this would be discussed and agreed by the Head Teacher and communicated to the Faculty Lead and teachers of RE, following the guidance as noted in the HSMS prospectus
- HSMS uses the SIAMS toolkit to self-assess its progress and responds to recommendations from the Bath and Wells Diocese inspectors during their mid-term review visits.

5. Parents/Governors/Diocesan Liaison and Local Community issues

- It is made clear to parents in our school Prospectus, which is available digitally on the school website or as a hard copy, that while we hope all pupils and families will find our Religious Education provision to be broadly based and inclusive, parents do have the right to withdraw their children from the subject (pg 16 in the HSMS prospectus), through following the guidance noted in the prospectus.
- Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the Head Teacher and Chair of Governors by the Easter preceding the new academic year (or at the point of hire for a newly appointed teacher). This is guidance is available to staff in the current Staff Handbook
- All Governors on the Governing body hold a number of roles, including subject responsibility. The governor for Social Studies is Rev. Richard Neill. The subject governor for RE is familiar with the policies and guidelines related to the scrutiny and support of the teaching and learning in RE and has read the appropriate documents and will discharge their responsibility accordingly. Governor responsibilities are outlined in the 2019 DfE Governance Handbook: www.gov.uk/government/publications and from the Bath and Wells document Governor Guidance for RE 2020 <http://www.bathandwells.org.uk/supporting-children/school-effectiveness/religiouseducation/>
- Teachers of RE at HSMS access training, support and reference resources through the Bath and Wells Diocese at the Old Deanery, through visits from Dioceses representative and online at www.bathandwells.org.uk and through our WLT Subject network
- As stated in the Inclusion Statement, Educational inclusion is equality of opportunity for all. HSMS is committed to the belief that every pupil has an entitlement to participate in the curriculum in a supportive and safe environment. RE, complies fully with the aims, objectives and guidance put forward is this policy as well as policies related to ensuring Looked After Children and Children with Medical Needs can access and make full representation within their RE provision. As stated within the Church of England's publication, Valuing all God's Children (May 2014, p3), "The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God." At HSMS we believe deeply in this obligation and aim to ensure at RE provision meets or exceed this standard of care.
- The Humanities Department (including RE) takes its responsibility to engage pupils in dialog and teaching opportunities about **Fundamental British Values** (FBV) very seriously. Teaching and learning opportunities linked to FBV may be explicitly taught or implicitly explored. Learning about faith and religion provides opportunities for deep and meaningful learning

about Individual Liberty (the rights and practices of believers), the Rule of Law (the position of faith and religion within the British government system today, historically, and in comparison with other nations), and Mutual Respect and Tolerance (which are established within all RE lessons and promoted schoolwide by our ethos, values, behaviour, sanction and reward practices)

6. Other Issues

- The job description for the Faculty Lead for Social Studies including Religious Education has been signed by the post hold and is held within HSMS personnel files
- CPD funding for RE is considered equally to all other subject areas and school-wide procedures for applying to CPD opportunities are followed
- The budget for RE is placed within the faculty budget and controlled by the leader of Social Studies as directed by HSMS Finance practices. The Humanities budget is reviewed and reported on as required by Finance practices
- At KS2, RE is predominantly staffed by Year 5 and 6 class teachers, overseen by the Faculty Lead and the second-in-department
- At KS3, RE is staffed by subject specialists and deployment and class allocation is reviewed each year.
- Guidance for the creation of this policy is derived from RE Policy Guidance June 2016, from the Bath and Wells Dioceses website (<http://www.bathandwells.org.uk/supportingchildren/school-effectiveness/religious-education/>) access 6/7/2017

7. Date adopted by Governors and Date of Next Review of Policy

Policy adopted: Oct 2024