**THE MEADOWS PRIMARY SCHOOL**
**Policy for Religious Education**

*'Within the RE classroom, teachers and pupils work with claims about religious and non-religious traditions, as well as the reflections that they themselves bring to the table. At its best, RE can help pupils to make sense of a complex world where aspects of religion and non-religion hold different places in the lives of its citizens.'*

'OFSTED research review', April 2024

## Legal Requirements

The National Curriculum states the legal requirement that:

**'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

**All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.**

All maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. They therefore have a statutory duty to teach RE.

## Right of withdrawal from R.E.

This was first granted when RE was actually religious instruction, and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons, or any part of the RE curriculum[1] , and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE, of the kind the parents wish the pupil to receive. These arrangements will be made by the parents: 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 practicable, the pupil may receive external RE teaching, as long as the withdrawal does not have a significant impact on the pupil's attendance.

For further information about the 'right to withdraw' can be found using the following link:

https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

*1. School Standards and Framework Act 1998 S71 (1).*

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## RE in Shropshire

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. All schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

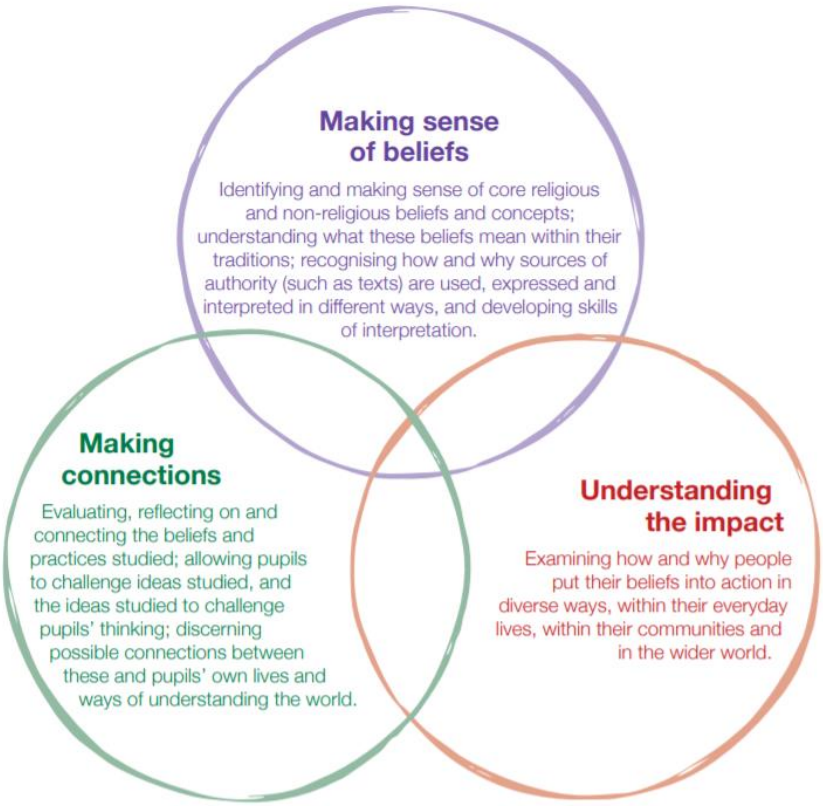
### Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

This Principal Aim is taken from Shropshire's Agreed Syllabus of 2021 (due to be reviewed again in 2026). To aid planning, this aim has been broken down into three core elements:

- Making Sense of Beliefs,
- Understanding the Impact, and
- Making Connections.

These core elements are woven together to provide the breadth and balance required.




Last reviewed: Spring 2025
Due for review: Spring 2028

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## RE at The Meadows

By following 'The Shropshire Agreed Syllabus' of 2021, pupils at The Meadows will develop an understanding of the principal religions represented in the UK. We use units of work produced by 'RE Today' to aid our in-depth studies of Islam, Judaism and Hinduism, and we use 'Understanding Christianity' to support us in our teaching of Christianity. Both schemes are built on the concept of a spiral curriculum, whereby the children will revisit and review their understanding of a particular subject, before being introduced to new ideas and content. In the Shropshire syllabus, and in the two schemes of work we use at The Meadows, there is also a strong emphasis on building knowledge, including correct vocabulary and terminology used in describing religious traditions and concepts.

Last reviewed: Spring 2025
Due for review: Spring 2028