

RE Policy



Our Vision

At St Michaels we are Forces for Positive Change:
we act justly, show merciful love and walk
humbly with God.

Our Motto

Seek Joy in Service

Our Values

Love, Respect, Integrity

Our Bible Verse

Micah 6:8

The LORD has shown you what is good.
He has told you what he requires of you.
You must act with justice.
You must love to show mercy.
And you must be humble as you live in the
sight of your God.



As an inclusive community, St Michael's school encourages learning about and from other religions and world views, fostering respect for them.

"Religious Education should enable every child to flourish and to live life in all its fullness". (John 10:10). It will help educate for dignity and respect, encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

Introduction:

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

School context and expectations

RE has a very high profile in the St Michael's curriculum. Learners are inspired by the subject and develop a wide range of higher level skills. To deepen their understanding of the impact of religion on the world, children are taught to enquire, analyse, interpret, evaluate and reflect. RE is multi-faith and recognises the place of Christianity and other principal religions and non-religious worldviews in the UK. It reflects the fact that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. Pupils are also given opportunities to reflect on their own beliefs and opinions.

RE is its own academic subject and is distinct from the Christian ethos of the school. However, RE lessons will frequently contribute towards understanding the Christian vision and values of the school as well as the spiritual development of pupils. Developing an understanding of how religious beliefs are reflected in the attitudes, ethics, morals and lifestyle of people, both in Britain and across the world, is crucial to developing the citizens of tomorrow. The school's vision of developing the leaders of tomorrow relies on the promotion of acceptance, respect, love, forgiveness of self and others, as well as a desire for working for the greater good of the community.

RE lessons will show:

- Evidence of links to the Christian vision, values, motto and the Bible verse of the school.
- Evidence of the expectation that lessons will have an impact beyond the classroom.
- Opportunities for children to reflect on their own beliefs and spiritual development.
- Evidence of acts of service linked to the school motto 'Seek Joy in Service'.
- Evidence of links to British Values.

What is RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the 'Religious Education in Church of England Schools - A Statement of Entitlement', the aims and objectives of Religious Education in Church schools are:

- 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 texts.
- 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 of living, believing and thinking.

Curriculum balance and time:

Reflecting the school’s Trust Deed, 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 RE 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. Indications of the average weekly amount of time dedicated to RE are below.

2024 – 2025 RE Curriculum map: St. Michael’s CE Primary School

	Aut 1	Aut 2a	Aut 2b	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
Nur	Who Am I?	Why is Christmas special? Reflective story telling: Holy Family						
Rec	Who made the wonderful world and why? Core concept: Creation Reflective story telling: Creation	Light Hanukkah, Diwali, Jesus the Light of the World	Why is Christmas special for Christians? Core concept: Incarnation Reflective story telling: Holy Family Seek Toy in Service Project: Salvation Army	Why do Christians believe Jesus is special? Core concept: Incarnation	Is it OK to believe different things? Festivals / Ramadan and Eid	What is so special about Easter? Core concept: Salvation Visit: Easter Experience	Who cares for this Special World? Core concept: creation Visit: Enfield Vineyard St Michael’s Church Visitor: Father Stephen, Mrs Ahmed	What can we learn from stories? Reflective story telling: Parable of the Good Shepherd Core concept: Incarnation
1	What responsibility has God given people about taking care of Creation? Reflective story telling: Creation Seek Toy in Service Project: Litter picking Visitor: Father Stephen (6 sessions)		Why is each person important in the Nativity Story? Visit: Christmas Experience (ETOC) (5 sessions)	Judaism What is it like to live as a Jewish person? Visit: Synagogue (6 sessions)	What are God’s rules for living? Reflective story telling: The Ten Best Ways (2 sessions)	Why is Easter so important to Christians? Visit: Baptism & St Michael’s Church DT: Easter pop up cards (4 sessions)	Islam What does it mean to be a Muslim? Visitor: Mrs Ahmed (6 sessions)	Why did Jesus teach the Lord’s prayer as the way to pray? Moved from Year 2, Autumn as children say prayer sessions being collected, working on some children during pupil council asked the meaning of it (6 sessions)

5%= approx. 1hr 10 mins
 7.5%= approx. 1hr 45 mins
 10%= approx. 2 hrs 20mins

To ensure sufficient dedicated curriculum time, RE is taught weekly. It may occasionally be beneficial to teach some RE lessons in blocks. Some RE work might also be cross curricular - for example, many classes choose to spend English lessons exploring religious stories further. There is no expectation that every lesson will be recorded in RE books. Summaries and examples of cross curricular learning, trips, and class discussions should be recorded in the special book.

In addition to this, there will be a whole school themed week each year exploring the Biblical overarching story and concepts of Christianity. Curriculum time will also be spent exploring different religious festivals as they occur such as Ramadan, Hanukkah and Ash Wednesday.

RE curriculum entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Legal requirements:

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that 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. However, as a church school, we value the importance of religious education and teach RE from Nursery through to Year 6.

The school must grant without question any request from a parent to withdraw their child. To enable clear communication, requests are to be made to the headteacher in writing, by email. Parents are not required to give their reasons for wanting to withdraw their child. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE. This is supported by ensuring that prospective families are fully informed as to what pupils learn and how pupils learn in RE. The school continues to be responsible for the supervision of any child withdrawn by their parent(s) from RE, unless the child is lawfully receiving religious education elsewhere. If this is the case, the governing body must be satisfied that this will not interfere with the child's attendance at school. If a pupil is withdrawn from RE, parents will have the opportunity to revisit and reconsider this decision. The school will keep a record of all those withdrawn and for how many sessions.

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus. Parents will be made aware of its learning objectives and what is covered in the RE curriculum and will be given the opportunity to discuss this, if they wish. In this way, parents can make an informed decision. If pupils are withdrawn from religious education and/or collective worship, the school has a duty to supervise them, though not to provide additional teaching or to incur extra costs. Pupils will usually remain on premises. Depending on school resources, the withdrawn pupil may be moved to another venue within the school, for example, a group room or the headteacher's office. If a pupil is withdrawn and alternative arrangements cannot be made for the type of RE the parents' desire, for example, due to resources/timetabling etc, it is the parents' responsibility to provide materials for their child which have clear outcomes and are connected to the faith/philosophy/world view of the parents. Where possible the school will ensure that the Spiritual, Moral, Social and Cultural needs of the pupil(s) are attended to.

How we teach RE:

RE at St Michaels is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision. The school follows the LDBS Syllabus tailored to meet the needs of the school's context, built on existing good practice and building links with local community groups including the parish church.

The intent of the St Michael's syllabus:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – Vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE, so that the following skills in children can be developed:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
 - Ability to make their own choices and decisions concerning religion and belief, based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences.
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE takes note of the Religious Education Church of England Schools – Statement of Entitlement and supports and enhances:

- The Christian vision of the school.
- The spiritual, moral, social and cultural development of children.
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

Implementation of the St Michael's syllabus:

When teaching RE, our overarching principles are:

- **Respect.** Speak with respect about the faith or worldview.
- **Diversity.** Talk about 'some / many /most' believers, but not about 'All believers'. Diversity is part of every religion.
- **Neutrality.** Teachers should say 'many Sikhs believe...' or 'many Christians believe...'
- **Religious Vocabulary.** Use the general language of religious study to describe things: for example, Diwali is not the 'Hindu's Christmas' – it is a Hindu festival.
- **Learning about religion, not 'comparative religion'.** Avoid simplistic comparisons between different religions. Look for similarities, but notice differences too.
- **Living religion.** Focus on the 'here and now' of local expressions of religion in your area or in the UK.
- **Content light, concept deep.** Deal with a small piece of religious understanding in depth instead of skating over the surface of vast areas of content.

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. Questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science.

Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective, there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues such as 'Who is Jesus?' and 'What is the best way for a Muslim to show commitment to Allah?'

Evaluate/communicate: The focus should be on the impact of the belief or practice, on the religious or belief community being studied.

What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation.

Reflect on/express: This should be always based on knowledge and understanding, not values or Spiritual, Moral, Social and Cultural (SMSC) development.

What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response?

Early Years Foundation Stage:

By the end of EYFS, we aim to ensure that all children understand the basic concepts of Christianity and discuss some festivals of other world religions at an age appropriate level. They will know what a Bible is and that it is where important Christian stories are found. Children will have an increasing awareness of the diversity of religions in the UK and across the world. They will be able to recognise that others may have different traditions to their own. They will be able to listen to religious stories and respond with age-appropriate comments, questions or actions. Children will begin developing a religious vocabulary that will be built on throughout the school.

Religious Education in key stage one:

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Islam and at least one other (non-Abrahamic) world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview. By the end of key stage one they will be able to find Bible verses with support such as modelling and page numbers. Children will have a religious vocabulary appropriate to their age and will be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

Religious Education in key stage two:

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study world faiths further. At the start of the key stage, children will begin learning to find Bible verses by using the contents, chapters and verses and, by the end of key stage two, children will be able to find Bible verses confidently and independently.

By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to confidently use a wide range of religious and philosophical vocabulary. They will have a solid understanding of Christianity as a diverse and global living faith; other world faiths will have been studied; and they will know what the impact of belonging to a faith has on a believers' life. We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children, by the end of key stage two, to be able to express and justify their own views with confidence. We aim for them

to be critical thinkers and to be able to engage critically with the Bible and other sacred texts. We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

Access to the curriculum:

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the variety of activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.

All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

Impact of the St Michael's syllabus:

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of the school vision and values and what it means to 'Seek Joy in Service'.

Environment and Resources:

The school makes use of guidance material and planning produced by the London Diocese Board for Schools (LDBS). Religious education will be funded to enable a range of resources on different religions to be purchased, such as books and artefacts as well as providing INSET for staff. All resources will be easily accessible and kept in good condition. Resources specific to certain year groups are kept in classrooms. Appropriate resource banks on major religions and world views will be available for both staff and pupils from a central location. The school has also provided a subscription to online Widget software to help support the teaching of religious vocabulary.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking. We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

In RE, time is dedicated to thinking, experiencing, exploring, reflecting, talking, questioning and discussing. Not all lessons are appropriate for a written response in RE books. However, evidence for every lesson should be recorded in either the RE book or Special Book. RE books should reflect the child's individual knowledge, understanding thoughts and reflections.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

RE Enrichment Overview - St Michael's CE Primary School

	Seek Joy in Service Project:	Leading a Service:	Worldviews and Religions	Christianity	Service at St Michael's Church:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	St Michaels Church: Staff to lead Harvest Festival Archangel day Christianity: Themed Week Core Concepts - Quiz a Christian - Questions about the Bible.	Christianity: St Nicholas (Upper School) St Michaels: Carol Service (KS2 - Year 4)	Panel: Worldviews and Religions	Christianity: Ash Wednesday Service St Michael's Church: Easter (KS2 Year 5)	Christianity: Pentecost (KS2 - Year 3)	St Michaels Church: Leaver's Service Visiting Speaker: Humanism Day
Nursery			St Michaels Church: Baptism NEW: Visiting Speaker: Hindu (WK4)	St Michael's Church: Hunt the Cross	NEW: Places of Worship: Enfield Vineyard	Seek Joy in Service: Borrowdale Court
Reception		Seek Joy in Service: Salvation Army Leading a Service: Nativity		NEW: Interactive Easter Experience - E3 St Michael's Church: Easter: Sing Song	Christianity: Pentecost: Singing a Song St Michaels Church: Visit the Church and Enfield Vineyard Visiting Speaker: Father Stephen and Mrs Ahmed	Seek Joy in Service: Hilly Fields Caring for the World
Year 1	Seek Joy in Service: Litter Picking Visiting Speaker: Father Stephen	NEW: Interactive Nativity Experience - E3	Places of Worship: Southgate Progressive Synagogue		Visiting Speaker Muslim: Mrs Ahmed	
Year 2	Seek Joy in Service: Grow Baby Visit: National Gallery		Visit: Local neighbourhood Parents: Art work exhibition		Places of Worship: Ponders End Mosque	St Michaels Church: Baptism and Wedding
Year 3	Visit: National Gallery	Christianity: Calling - Video interviews with local Christians. Parents: Questionnaires	Seek Joy in Service: North London Hospice	Places of Worship: Enfield Town Community Church	Leading a Service: Pentecost	
Year 4	Seek Joy in Service: Foodbank	Leading a Service: Carol Service	Places of Worship: Mandir	Visit: St Michael's church during Eucharist	Visiting Speaker: Hindu	Visit: Enfield Town community church
Year 5		Visit: National Gallery	Places of Worship: Gurdwara	Visit: St Michael's during Holy Week	Seek Joy in Service: Monday Meets	Visit: Enfield Town community church

				Leading a Service: Easter		
Year 6		Advent & Epiphany: Video interviews with local Christians including Father Stephen	NEW: Places of Worship: Buddhist Temple Bethnal Green	NEW Visiting Speaker: Fame and Christianity Visit: St Lukes Stations of the Cross		Seek Joy in Service: Homelessness Leading a Service: Leavers Service

Planning, assessment, recording, monitoring and evaluation:

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE. Assessment in RE requires a number of different strategies to allow a holistic and accurate judgement to be formed of a child's ability irrespective of their written ability. The end of unit expectations are clearly stated at the beginning of the planning for each unit so that teachers are aware of the expected outcomes and accurate assessments can be made. Throughout each unit and lesson, on-going formative assessment must take place to provide the best possible assessment outcome for a child.

Ongoing formative assessment opportunities will consist of:

- High quality teacher questioning
- Teacher observations particularly around children's verbal contributions to class and group discussions
- Teacher observations of when children are engaging in collaborative learning opportunities

- Adults scribing children's verbal responses during class discussions and debates.
- Quality verbal and written feedback
- Ongoing self and peer assessment
- Recording 'wondering' at the beginning of larger units.
- Next step questions to develop a child's answer.

Marking:

Marking forms part of the formative and summative assessment cycle. In RE, marking fulfils a number of purposes beyond declaring work 'correct' or 'incorrect'. Work must be marked according to the school's marking policy. Feedback from teachers may be verbal which should be noted in the child's RE book. It is expected that Next Steps will be used by teachers to help children develop their learning beyond the lesson.

The purpose of marking in RE is to:

- Relate to RE knowledge, understanding and skills
- Lead children to deepening their knowledge and understanding in RE.
- Encourage children to express their beliefs.
- Address misconceptions and encourage correct and accurate use of religious vocabulary including correct spellings, where appropriate to the child's ability.

Summative assessment:

Summative assessment tasks should be completed at the end of every unit (with the exception of two week units). The format of these can vary as the teacher feels appropriate (e.g. quizzes, talk prompts, posters, hexagons).

Summative assessments should:

- Assess children's knowledge, vocabulary and ability to reflect, respond and express answers to big questions.
- Provide the pupils a chance to revise/revisit their learning from the unit.
- Be in line with the end of unit expectations and give children the opportunity to demonstrate they have met them.
- Not limit children who are less able in reading and writing. These children should be given alternative arrangements such as a scribe.

At the end of an academic year, teachers will assess children based on the assessments at the end of each unit and using the End of Year Assessment Criteria for further support. These results will be recorded on our information management system on an annual basis.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

RE teaching will be a focus for formal monitoring each academic year. Teachers will be given formal, written feedback.

Throughout the year, the RE Leader will track five focus children from each year group from a range of abilities and characteristics. This will include, where appropriate, a child working towards expected standards, at the expected standard and working at great depth. It will also aim to track the attainment and progress of Special Educational Needs, English as an Additional Language and Pupil Premium pupils throughout the school.

This tracking will be completed termly by:

- a) scrutinising children's books and the class Special Book as well as any other work based records.
- b) talking to children about their RE experiences, work, understanding and skills

c) observing RE teaching

d) considering how well the syllabus has been covered

The school will engage in internal and external moderations to ensure that the teaching and learning of RE is pitched accurately and provides all pupils with learning tasks that give scope for children to meet greater depth expectations where possible. It is encouraged that pupils' English books are used as part of the moderation process to ensure that standards in RE are at least in line or above the English standards within the school and nationally.

Children's end of year attainment is recorded on an information management system on an annual basis. Leaders will use this to keep a tracking system that identifies the percentage of pupils working towards, at expectations and working at greater depth.

Continued professional development:

Excellent teacher subject knowledge is required to ensure teachers have a good understanding of what is expected for each year group. Teachers at St Michael's benefit from regular training and professional development in RE through staff meetings, supporting resources and individual support from the RE Lead.

Good practice is shared within the school and with other schools through involvement with local, national and regional groups.

Parents and Carers:

As a school we recognise that a partnership with parents/carers is essential to help children flourish.

RE is a core subject and will be reported on in the Annual Report to Parents. Children will be graded on attainment, progress and effort and Key Strengths/Areas for Development will be commented upon. RE books are also made available to parents to view at Parents' Evenings.

Information about our curriculum is available on the school website and outlines the units taught in each year group and the progression of skills throughout the whole school. Parents are also informed about the RE curriculum in half termly curriculum letters.

Our RE enrichment activities are greatly aided by the support parents offer by accompanying classes on trips outside the school premises. Further to this, we have developed our enrichment activities through the links and contacts parents have shared with us.

Role of the RE subject leader:

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.

- To regularly review and keep up to date the school’s self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.
- To regularly meet with the Vicar of the Parish in sharing of ideas/resources etc
- To occasionally meet with the Governor responsible for RE, in order to keep them abreast of policy and curriculum.

All documentation is available and can be requested.

Evaluation/Review:

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every **two years** by the Governing Body.

Date of validation..... Signed..... Chair of Governors

Date of review..... Signed..... Chair of Governors