



Religious Education Policy

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Religious Education Policy

Introduction

The Woodlands Academy acknowledges that Religious Education is a component of the National Curriculum and must be provided for all pupils. This policy reflects the North Yorkshire SACRE RE Agreed Syllabus 2013-18. It contributes to a pupil's overall development – spiritually, socially and morally, promoting respect, understanding tolerance for those who adhere to different religions. It is regarded as an important contributor to a pupil's overall development, individual, personal and social. Learning ABOUT and FROM religion is important to all pupils as Religious Education helps develop an understanding of themselves and others.

Aims

- We intend that *some* pupils will develop an open, sensitive and reflective approach to understanding the varied religious beings.
- To help *some* pupils understand the Christian concept of God and the life and work of Christians through the ages.
- To enrich their experience and knowledge of world religions enabling them to live and work with people of diverse religious, language and ethnic groups.
- To heighten the pupil's awareness of the mysteries of life, develop an understanding of our own gifts and joy of being alive and the wonder of the World.
- To explore and appreciate the environment and peoples responsibility for its care and protection.
- We will try to help children relate their experiences to basic experiences, practises, values and beliefs of their fellow human questions of everyday life.
- Religious Education stands alongside other areas of the curriculum as a valid part of the school curriculum.
- Develop their own feelings of self-worth and relate religious beliefs to their own experience of life.
- Learn to accept and value those whose commitments, values and ways of life are different from their own and will gain some knowledge of, and appropriate understanding of some of the beliefs of other world faiths.
- Develop their self-confidence and awareness. Reflect on and consider their own values and those of others.

Organisation, Planning and Content

- An exploratory and open-ended approach will be employed in all activities.
- We will encourage children to find out about worships, beliefs, festivals, celebrations, artefacts, pictures and stories.
- Progressions and continuity will be ensured by following the contents of the Programme of Study in the North Yorkshire Agreed Syllabus, which is modified to suit the needs of pupils with moderate to severe learning difficulties, Autism and sensory difficulties.
- We will develop the children's awareness of the cultural and religious diversity in Britain today.
- In the Semi-formal classes Christianity and at least one other major faith will be studied
- In the formal classes (KS2 /3) Christianity and at least two major faiths will be studied which will include Hinduism and Islam.
- In the formal classes (KS3/4) Christianity and at least three other religions will be studied which will include Islam, Buddhism and Sikhism.

Teaching and Learning

A range of teaching and learning styles will be used. In addition, aspects of Religious Education may be taught and experienced through any of the following:

- Music, singing, dancing, drama and movement, sacred writing, poetry, artefacts and visual arts.
- Dialogues and discussion
- Celebration of religious festival, ways of working with and helping others
- Contributions from people and organisations outside the school.
- Visits
- Collective Worship
- The natural World
- National and International events and issues.

Learning across the Curriculum

There are two attainment targets for Religious Education in the nationally agreed model Religious Education syllabus: Learning ABOUT and FROM religion. These are both very important and should be addressed in all Religious Education lessons. Pupils' cross-curricular targets will usually be best met through learning FROM religion.

Each Year there will be two specific focus weeks on another culture and their religion / belief system to allow learning through a focused multi-sensory cross-curricular approach.

Learning ABOUT

For all pupils, their knowledge and understanding of different religions begins with awareness that some objects are special. They start to experience different religions in their own community and wider World. They learn about similarities and differences and recognise the value of contact with people practising different religions.

Teaching this attainment target across key stages can help pupils to:

- encounter religious ideas expressed in a range of ways, e.g. through pictures and sounds.
- explore the special elements in Christianity and other religions represented in the U.K. e.g. music, food and artefacts.
- find out how people express their religious beliefs e.g. singing and prayers.
- discover how religions deal with death and bereavement.
- meet and communicate with people practicing Christianity and other religions represented in the U.K.
- find out about religion in their community.
- recognise and celebrate the similarities and differences in people and religions.
- become familiar with a range of stories from Christianity and other religions and cultures.

Learning FROM

Learning from religion begins with awareness that each pupil is personally valued and that others are special too. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their feelings and ideas in a variety of ways.

Teaching this attainment target across key stages can help pupils to:

- appreciate the World explore the significance of, and ask questions about, what they learn. explore the things, times, events that are special in their lives e.g. music, food and celebrations.
- experience times of stillness and quietness and develop the skill of reflection, share feelings, experiences and their work with others.
- appreciate the value of others and of being part of a group.
- develop an understanding of moral values.

Religious Education has a valuable contribution to the development of key skills especially:

- ✓ Communication
- ✓ Working with Others
- ✓ Information Technology Problem Solving

Resources

Pupils will have access to a range of resources including:

- ✓ Visitors to schools
- ✓ Published materials
- ✓ Visual and audio materials
- ✓ Computers
- ✓ Religious artefacts

Assessment, Recording and Reporting

- Assessment of the children's developing awareness, understanding and knowledge will take place within the Religious Education programme. This will be through informed observation and recording and at other times through specific assessment activities.
- Assessment is made at the end of the Autumn and Summer term using the 'Progression in Religious Education Skills List.

Equal Opportunities

- Access to the Religious Education curriculum is given to all pupils.
- Sensitive treatment is given in issues relating to personal beliefs and practice, as well as cultural traditions and lifestyles.

Monitoring and Evaluation

The quality of the teaching and learning of Religious Education will be monitored by the Subject Leader and by the Senior Leadership Team during classroom observations and 'learning walks'. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of Religious Education, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academies commitment to high achievement and effective teaching and learning
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, data analysis, pupil interviews, drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.

- Ensure that there is continuity and progression in the planning and teaching of mathematics throughout the school.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to RE
- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation for RE.
- Organise and maintain a catalogue of resources

Monitoring and Review

The Religious Education policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The Subject Leader will report on this to the Curriculum Committee annually. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

Teaching and Learning Policy
 Positive Behaviour Policy
 PSHCE Policy
 Subject Leader Policy

The following documents have informed this guidance:

Religious Education in Schools
<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

The North Yorkshire SACRE RE Agreed Syllabus 2103-2018

<http://cyps.northyorks.gov.uk/CHttpHandler.ashx?id=20582&p=0>