

Religious Education Policy

Religious Education (RE) enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At Lynch Hill Enterprise Academy we develop pupil's knowledge and understanding of Christianity and other world faiths, and we address some of the fundamental questions in life. Pupils reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help pupils learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion).

Introduction

The teaching of RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Pupils are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Strong links with St George's church in the local community enriches their experiences and helps to develop their religious thinking. Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to pupils.

At each Key Stage a programme of study sets out what pupils should be taught. Lesson content may be adapted to meet the needs of individual classes or to make links with other subject areas.

AIMS

- Pupils to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and understand their influence on individuals, societies, communities and cultures
- Explore issues within, across and between faiths and consider questions of meaning and purpose of life
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for adult life as citizens in society
- To increase each pupils knowledge of the richness and diversity of religion and the distinctive features of Religious traditions.

- To increase the awareness of the fact that the religious traditions of Great Britain are in the main Christian, though other religions are represented in our country.
- To increase the pupils understanding of religious concepts and symbolism.
- To encourage pupils to reflect on personal meaning and moral issues affecting everyday choices.

How Religious Education supports our School Aims

- RE enables pupils to develop values and attitudes that support our school aims. In particular pupils work both independently, encouraging them to be independent learners, and with others, listening to ideas and treating these with respect. They take pride in, and celebrate their achievements and the achievements of others by reviewing their work, experiences and knowledge, and recognising the progress made in reaching that result. The subject enables pupils to develop a respect for each other, to develop their own cultural awareness and understanding, and appreciate the value of differences and similarities. They develop an understanding that all people are equal regardless of age, race, gender or ability.

Legal Requirements

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all KS3 and 4 pupils. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Cross Curricular Opportunities

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Some of the texts that we use in English Lessons have religious themes or content, which encourages discussion and dramatic presentation.

Information and communication technology (ICT)

We use ICT where appropriate in RE. The pupils find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE) and Citizenship

Through our RE lessons, we teach pupils about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking,

drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

Through teaching RE in our school, we provide opportunities for spiritual development. Pupils consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Pupils explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.

Progression in Religious Education

We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers pupils an increasing challenge as they move through the school.

Equal Opportunities

We believe that it is important for all pupils to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have pupils of widely differing abilities, and that the pupils have different experiences of religion. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil, and by providing a wide range of activities to address all learning styles. We use teaching assistants to support the work of individuals or groups of pupils where relevant and available.

Special Educational Needs

At our school we teach to all pupils, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs

Role of the Subject Leader

- lead the development of RE in the school
- provide guidance to individual members of staff
- keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- review and monitor the success and progress of the planned units of work be responsible for the organisation and maintenance of RE resources.

Health and Safety

Where pupils are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Record Keeping

All assessments are made in line with our school assessment policy.

Content focus

At Lynch Hill Enterprise Academy we follow the locally Agreed Syllabus of Religious Education.

Subject organisation

RE is taught as a separate subject in the 3 & 4 Key Stages. At Key Stage3 each group has 2hrs of RE each week.

Staff training

Staff will have access to the appropriate training as identified in the subject improvement plan and through any classroom observations that take place

Equal opportunities

As with sex education parents have the right to withdraw their son/daughter from RE however to date although the subject is taught throughout the Key Stages no pupil has been withdrawn from this subject. Each pupil, irrespective of race, class, creed, or disability will have access to the RE curriculum.

Cross curricular skills and themes:

RE lends itself to the idea "use of language across the curriculum" for it encourages the following:

- Writing pupils are taught to use the correct spelling and punctuation and follow grammatical conventions.
- Speaking and listening pupils are encouraged to listen to others and use language precisely and cogently.
- Reading pupils will be encouraged to read in class and use their reading to inform their recording tasks.
- Pupils will be encouraged to use the correct specialist language for this subject.

RE also encourages the development of the following key skills:

- Communication
- The use of ICT
- Working with others
- Improving own learning and performance
- Problem solving
- Thinking skills

RE links with the ideas for citizenship. RE promotes the values and attitudes needed for citizenship in democratic society by helping pupils to understand and respect people of different beliefs, practices, races and cultures. It can also help explain the moral and religious responses that underpin personal choices and behaviour in people's daily life. RE teaching fits with the ethos of the school and plays a significant role in developing racial awareness and has the ability to tackle many misunderstandings of different racial groups through developing a better understanding of the belief systems of others.

Assessment

Three times a year pupils will be assessed to see if they are on target, below target or above target this will be fed back to pupils and explained to them. Their progress will be documented through reports, annual reviews and ongoing assessment will take place through each lesson with pupils being encouraged to take part in their own self-assessment.

Pupil's books will be marked and oral feedback given to pupils on a regular basis.

RE teaching staff will be invited to a once yearly meeting with SLT to discuss the impact of RE, how well its working or not, which areas of study need to be reinforced either by INSET training or the purchase of new materials or the use of staff from other establishments or contacting the RE advisory service.

The list below is examples of the type of assessment and evaluation techniques the school will use:

- Staff will be expected to give oral and/or written feedback, depending on the tasks. The pupil will be encouraged to self-evaluate through discussion with staff
- Written tests
- Feed back to reviews
- GCSE grades

See Assessment for learning document for more detailed assessment advice

Related documents

- CITIZENSHIP POLICY
- PSHE POLICY
- ASSESSMENT FOR LEARNING

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