



Religious Education Policy

Document Control	
Date Policy Finalised	Version Number
07/11/22	V2
Review Period	Next Review
3 yrs	07/11/25
People involved in writing/reviewing this policy	Responsible Person
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Statutory	Published to Web-site
No	Yes
Approved by (position)	Print name
Chair of Governors	W Holton
Signature	Date Approved
W Holton	07/12/22
A paper copy of this document is filed alphabetically under:	An electronic copy of this document can be found at:
12. Curriculum	SharePoint> Information Sharing> Policies & Guidance>12. Curriculum

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 2019-2024. 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. RE explores big questions about life in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Intent

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews
2. Express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

These three aims incorporate the former targets of 'learning about religion' and 'learning from religion'.

- 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.

Implementation

- 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 2019-2024, 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 (KS 1 / 2) Christianity and at least one other major faith (from either Islam or Judaism) will be studied
- In the formal classes (KS 2 /3) Christianity, Islam and at least two other major faiths will be studied (Hinduism, Judaism, Sikhism or Buddhism)
- In the formal classes (KS3/4) Christianity and at least three other religions will be studied which will include Islam, Buddhism and Sikhism. For Key Stage 4 pupils, Religious Education will be accredited through AQA unit awards.

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 (planned for and reactive):

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

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 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.

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 RE across key stages can help pupils to:

- appreciate the World
- explore the significance of, and ask questions about, what they learn and 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

Impact

- 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.
- For lower formal classes, assessment is made at the end of the Summer term using the RE assessment tracker.
- For Key Stage 4 pupils, Religious Education will be accredited through AQA unit awards.

Equal Opportunities

- Access to the Religious Education curriculum is given to all pupils.
- Parent/ Carers have the right to withdraw their child from all or part of RE.
- 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 Religious Education 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 Teaching and Learning committee as required. 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
PSHE Policy
Subject Leader Policy
British Values and SMSC 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 2019 - 2024