



Policy

Religious Education

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Board

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Rationale

The RE provision across the Academy Trust must reflect clauses 36, 38, 40 and 42 of the funding agreement that is in place. The Trust has no designated religious character. RE provision must:

- “be given to all pupils at each Academy in accordance with the requirements for Agreed Syllabuses in section 375 (3) of the Education Act 1996 and paragraph 2 (5) of Schedule 19 to the School Standards and Framework Act 1998...having regard to the requirements of the QCDA’s national framework for Religious Education in schools”.

There is, therefore, no requirement for Academies within the trust to follow an Agreed Syllabus, however, the curriculum offered must be compliant with the standards required of an Agreed Syllabus as set out in the Education Act 1996 and School Standards and Framework Act 1998.

These require an agreed syllabus to:

- reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practice of the other principal religions represented in Great Britain (section 375 (3) Education Act 1996)
- agree no syllabus shall provide for Religious Education to be given to pupils at a school (academy) to which this paragraph applies by means of any catechism or formulary which is distinctive of a particular religious denomination (but this is not to be taken as prohibiting provision in such a syllabus for the study of such catechisms or formularies (paragraph 2 (5) Schedule 19 School Standards and Framework Act 1998).

The RE provision within the Academy Trust must therefore:

- reflect the fact that the majority religion in the UK is Christianity and therefore allocate a proportionate amount of time to the study of this faith.
- reflect the fact that there is a range of other religions represented in the UK and allow proportionate time for the study of these; to include Judaism, Islam, Hinduism, Buddhism, Sikhism.
- take account and allow consideration of the views of Humanism as an alternative to traditional religion.
- foster a non-apologetic and objective approach to the study of all faiths and their tenets.
- be offered to all pupils within the Academy Trust.

Objectives

a) Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the Self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith, ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

There are two aspects of learning in Religious Education which, whilst previously linked to assessment levels, are still pertinent to learning and the contribution of RE to SMSC so are therefore important considerations when reflecting on the nature of a Religious Education curriculum:

Learning about Religion and Learning from Religion

These two aspects set out broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is most effective when these two aspects are closely related in the learning experience.

Learning about Religion

The RE curriculum should enable pupils to:

- identify, name, describe, explain and give an account of, in order to build a clear and coherent picture of each religion under consideration.
- explain the meanings or religious language, stories, symbolism and actions.
- explain the similarities and differences between, and within, religions.
- explain a range of responses to ultimate questions of human existence.
- explain the contributions of a range of disciplines, such as philosophy and the social sciences, to the study and understanding of religious belief.
- apply and analyse knowledge and understanding as outlined above to the world around them.

Learning from Religion

The RE curriculum should enable pupils to:

- respond to religious and moral issues in an informed and considered manner.
- reflect on what might be learnt from religion in light of personal beliefs and life experience.
- identify and respond to questions of meaning within religion.
- challenge and defend personal views and the views of others in an informed and considered manner.

b) Teaching

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning experiences. All teaching across the trust should reflect the standards and expectations as required by the Teaching and Learning Policy document as well as the vision for "Changing lives through learning"

In order to achieve this, RE teaching should:

- be engaging, relevant and challenging
- encourage creativity, problem solving and risk taking.
- develop confident, independent learners.
- facilitate the further development of literacy and numeracy.

- encourage the use of new technologies.
- be coherent through the Key Stages and supporting of transition.
- support personal growth and good behaviour.
- enable pupils to develop a view of the wider world and their place in it.
- facilitate the accurate use of assessment in order to provide precisely planned and personalised learning for all pupils.

Planning

In order to ensure that all the aims as outlined above are met and that there is transparency, all Schemes of Work should be regularly reviewed to ensure they have the aims and objectives at their core. In addition to this, all Schemes of Work should be readily accessible to all stakeholders via the individual academy websites.

Short term planning of individual lessons is a matter for each class teacher. Heads of Religious Education should be available to support and guide teachings and planning through the provision of clear details and appropriate Schemes of Work. Class teachers should ensure that their lessons reflect the standards and expectations of the Trust as set out in the Teaching and Learning Policy document and as reflected in the teaching aims outlined above.

Assessment, Recording and Reporting

The Religious Education curriculum must be compliant with Academy Trust policy on assessment, recording and reporting of pupils' progress.

Time Allocation

The allocation for RE across the Trust must reflect clauses 37 and 38 of the funding agreement:

37) ...not required to teach ... a group of pupils in one or more subjects where, in the opinion of the Principal, it is inappropriate to do so by reason of the ... group's ability or attainment.

38) The Academy Trust must make provision for the teaching of Religious Education ... at the Academy.

As such, all pupils within the Trust must be offered a Religious Education curriculum. In Key Stages 4 and 5 this offer may take the form of:

- a GCSE course of study
- an A Level course of study
- cross curricular provision of Religious Education through PHSE and other subject areas which allows for the objectives of the curriculum as outlined above to be met.
- extra-curricular provision of Religious Education through visits, visitors and themed days which allow for the objectives of the curriculum as outlined above to be met.

Right to withdraw

The Trust must recognise, support and provide provision for pupils to be withdrawn from Religious Education at parental request or in pursuance of clause 37 of the funding agreement.

Who is responsible for compliance with this policy?

The Local Governing Body/Interim Executive Board and Principal of each academy is responsible for the compliance of this policy.