



R.E Policy

INTRODUCTION/RATIONAL

Religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values. The schools follows an adapted Kent Agreed Syllabus 2012

TEACHERS' RIGHT NOT TO TEACH RELIGIOUS EDUCATION

From the time of the 1944 *Education Act*, (section 30), teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them.

In such circumstances teachers will make sure provision is made for the class to receive RE.

PARENTS' RIGHT TO WITHDRAW PUPILS FROM RELIGIOUS EDUCATION

From the time of the 1944 *Education Act*, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

Aims

To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.

To help pupils to a fuller understanding of themselves and the principles and responsibilities underpinning their relationships with other people.

To enable pupils to investigate, reflect on religious beliefs and ideas

Objectives

To identify and describe the key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals and sacred writings.

To identify elements common to a number of religions, such as public worship and ceremonies.

To identify features which are distinctive of particular religious traditions.

To enable pupils to develop the ability to make their own reasoned and informed judgments

about the religious and moral issues, which arise from reflection on human experience and a study of religious belief and practice, as far as is practicable.

To engage with issues which arise from a study of religions such as the value of special times and rituals, days for worship and festivals.

To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.

To appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat others.

To appreciate the value of religious ritual and practices.

PRINCIPLES OF TEACHING AND LEARNING

Differentiation

Policy and practice in religious education will reflect whole school policy and encompass the full range of age and ability including the most able. Schemes of work and careful differentiation of learning outcomes for each pupil will ensure that resources will be accessible and appealing to all. They will focus on religious practice and are illustrated by the use of religious artefacts. The full range of strategies to achieve personalised learning will be employed including task, outcome, teaching and learning styles, resource, support and pupil grouping. There will be a particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

The curriculum is divided into a 3 tier structure to allow our pupils affective learning opportunities whatever their need.

Breadth and Balance

Teaching of religion will include Judaism, Islam, Hinduism, Buddhism as well as Christianity.

Teaching will seek to bring about a deeper knowledge and understanding of religious traditions and to develop a range of skills such as the ability to empathize and evaluate attitudes and respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

The teacher of RE will also be aware and sensitive to the religious beliefs of the pupils, and

their families, in that lesson. Also equal opportunities are achieved using the principles set out in the relevant policy statement.

Cross-curricular skills & links

RE makes a contribution to the development of general educational abilities such as Literacy, seeing the world through other people's eyes and the ability to express thoughts, feelings, personal beliefs and personal relationships. Religious education also makes a major contribution to pupils' spiritual, moral, social and cultural development. It addresses issues, which arise in a range of subjects such as English and History as well as personal and social education. As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship. There are also opportunities for pupils to engage in the celebration of various religious Festivals throughout the school year.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of children's own lives, for example, when teaching about the dietary laws in Judaism, learning could start by asking questions about foods pupils like and dislike and why some families are vegetarian.

Teaching will also seek to enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Assessment, Recording and Reporting

The assessment of RE adheres to the details contained in the School's Assessment Policy Document.

Recording and assessment is directly related to the P levels and National Curriculum level guidance targets set out in the Kent Agreed Syllabus 2012. Also includes pupil self-assessment as far as is practicable.

Progress is formally monitored termly via collated data from the Pupil Asset system, and also informally through regular observation.

Where pupils are identified as failing to progress well, then interventions, including further differentiation or targeted support, are identified to help them to move on.

HEALTH & SAFETY

Health and safety issues may arise in religious education on a number of occasions, for example, when children handle artefacts, consume food or visit places of worship.

Teachers will conform to guidelines within the school health and safety policy in these circumstances.

EXTERNAL LINKS

The Beacon is committed to developing and maintaining external links. This includes links with local churches.

THE ROLE OF THE RE LEADER AND SUBJECT PARTNER

The RE leaders have responsibility for co-ordinating the development of the RE curriculum and for monitoring its content and delivery, resourcing and staff training requirements. They are also responsible for monitoring student progress in RE throughout the school. They are regarded as a focal point for the dissemination of matters relating to the RE curriculum and are required to ensure that new information, county or national policy relating to all aspects of the teaching of RE at all ages catered for by the school is, disseminated to relevant members of staff. On matters of policy, the RE leaders have a duty to ensure that the policy documentation and schemes of work for RE are progressive and appropriate to National Curriculum requirements and that they reflect the practices that are being undertaken across the school, reviewing these at regular agreed intervals and updating these as necessary. They also have a commitment to maintain awareness and understanding of the current developments within RE. To this end, they should aim to attend any relevant courses and to keep abreast of appropriate literature and new resources.

Review

Review of this policy, resourcing, changes in RE strategies, both local and national, and other aspects of subject development are revisited annually.

UPDATE SCHEDULE

<i>Version</i>	Reviewed	Reason for Update	Next review date
<i>1</i>	Sept 2016	Transfer	N/A