



RELIGIOUS EDUCATION POLICY

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Policy No.18

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Introduction

- 1.1.** 'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.'

(Worcestershire Agreed Syllabus for Religious Education, 2020)

1.2. The legal requirements for the teaching of Religious Education (RE):

- RE must be provided for all registered pupils in Maintained schools in England, including those in the sixth form, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes)
- Special schools should ensure that every pupil receives RE 'as far as is practicable'
- RE is locally determined, not nationally:
A locally agreed syllabus is a statutory syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. Maintained schools without a religious character should follow the locally agreed syllabus
- All maintained schools must provide daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.
Collective worship in Maintained schools and equivalent Academies and Free schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.
- The parental right of withdrawal from RE and collective worship and the safeguards for teachers remain (cf. Circular number 1/94 Religious Education and Collective Worship, DfE)

2. Purpose

- 2.1.** The purpose of this policy is to outline the nature of RE delivered to pupils at Chadsgrove School.

3. Aim(s)

- 3.1.** This policy has the following aims:

- For pupils following the Pre-Formal Curriculum Pathway:
To ensure that pupils will have access to rich experiences of religion and spirituality, including calm and peaceful space in which pupils may be able to develop awareness of themselves, their feelings, their emotions and their senses
- For pupils following the Semi-Formal Curriculum Pathway:
That religious and spiritual experiences will contribute to pupils' social development through story, music, shared experience and ritual, enabling pupils to develop their relationships with other people and their understanding of other people's needs
- For pupils following the Formal Curriculum Pathway:

That RE will provide pupils with insights into the world of religion and human experience, including opportunities for pupils to participate in spiritual or reflective activity, which will enable pupils to make links with their own lives

4. Wider school aims/ethos

4.1. This policy supports our school aim of 'RE lessons meeting statutory requirements and supporting spiritual and moral development' (Chadsgrove School Self Evaluation Form)

5. Consultation

5.1. This policy was written by Melanie Bullivant, RE Leader, in consultation with:

- Deb Rattley (Head teacher)
- Teaching staff

6. Sources and References

6.1.

- Worcestershire Agreed Syllabus for Religious Education (RE Today Services, 2020)
- Religious Education in English schools: Non-statutory guidance 2010 (Department for Education, 2010)
- The Education [Special Educational Needs] [England] [Consolidation] [Amendment] Regulations 2006 Regulation 5A
- School Standards and Framework Act 1998 S71 (3)
- Circular number 1/94: Religious Education and Collective Worship (Department for Education, 1994)

7. Roles and Responsibilities

7.1. The following groups of people will be involved in implementing this policy:

- Governors are responsible for reviewing this Policy every three years, and meeting with the RE Leader where necessary to discuss subject strengths and areas for development
- The Head Teacher is responsible for monitoring the work of the RE Leader, through the Performance Management cycle
- The RE Leader is responsible for providing Long Term Planning, monitoring Medium Term Planning within the department and ensuring adequate resources are available to support teaching and learning
- Class teachers are responsible for producing Medium Term Planning and implementing this in their classes
- Teaching Assistants are responsible for supporting pupils' learning, by following the guidance of class teachers

8. Planning

8.1. The RE curriculum is delivered through the Long Term Plan, which contains the Programmes of Study of the Worcestershire Agreed Syllabus for RE set out in Key Stages. The Programmes of Study identified for each key stage are appropriately differentiated in order to reflect the needs and abilities of pupils following the Pre-Formal, Semi-Formal and Formal Curriculum Pathways.

8.2. Medium Term Plans are produced termly, which detail the intended learning outcomes (Curriculum Intent) and activities (Curriculum Implementation) planned by those teaching RE, as well as identifying assessment opportunities for pupils (Impact).

9. Teaching

9.1. At Chadsgrove School, pupils may have a discrete RE lesson each week, focussing specifically on the curriculum detailed in the Long Term Plan. Pupils may also access RE through a thematic approach, incorporating the learning which is appropriate to their needs. This also includes participating in our 'Festival of the Month' initiative, our Multi Faith and Culture Curriculum days and other special assemblies and events.

10. Communication

Communication is integral to all areas of our curriculum at Chadsgrove, and this should be a primary consideration in teachers planning of their Religious Education lessons. RE lessons should adopt a total communication approach and pupils should have access to personalised communication strategies including Aided Language Displays, use of Signalong (including topic vocabulary) and individual high tech and paper-based communication aids.

11. Organisation

11.1. The nature and organisation of RE depends upon the age and ability of the pupils, as RE is highly differentiated and personalised so that all pupils can access their lessons appropriately. Some classes in Lower School are taught RE by their class teachers, whilst some classes in Upper School learn RE as part of their Humanities lessons, sometimes working towards gaining accreditations including the WJEC Humanities Entry Level qualification. Pupils following the Pre-Formal and Semi-Formal Pathways access RE in their class groups, including having access to relevant sensory experiences.

11.2. Collective Worship:

Pupils at Chadsgrove School have the opportunity for daily acts of Collective Worship, including 'Grace After Meals', as a whole school community each lunch time, during daily 'Reflection Time' in classes and during weekly assemblies.

12. Training/ CPD

12.1. Internal and external training opportunities are offered to all staff, in order to develop their expertise in teaching and supporting pupils. The impact of this is that pupils will experience a rich diverse curriculum resulting in improved outcomes. The Senior Leadership Team ensure good practice is disseminated and staff skills enhanced. The RE Leader attends INSET days provided by Worcestershire SACRE and RE Today, including those specifically designed for Special Schools.

13. Equal Opportunities

13.1. Chadsgrove School seeks to create a supportive environment which is free from discrimination and which encourages all pupils and staff to participate fully in the life of the school:

- The school curriculum should be broad, balanced and relevant to all pupils

- Varied teaching styles should be incorporated to suit pupils' learning styles
- Discrimination or stereotyping should be challenged in all areas of the curriculum

14. Health and Safety

14.1. In addition to the general health and safety practices of the school, the following policies may be particularly pertinent with regard to the teaching of RE:

- Minibus Use and Passenger Safety
- Educational Trips and Residential Visits

15. Including Parent Carers

- Chadsgrove School recognises that parent carers have the right to withdraw their child from RE lessons and/or acts of Collective Worship. This Policy, as well as the RE Long Term Plan is available to all parent carers on request. Parent carers are also informed of the content of the RE that will be taught to their child through termly Curriculum Newsletters, which outline the learning that is to take place each term.

16. Resources:

16.1. Appropriate resources for the teaching of RE are stored in the school's Resource cupboard, in a clearly defined RE section. Resources include:

- Religious texts
- Artefact boxes for each of the main world religions
- Information books for pupils, differentiated according to age and ability
- Teaching books, with ideas for lesson activities etc
- Books to aid with leading Collective Worship
- DVDs

17. Assessment and Moderation

17.1. At Chadsgrove School, pupils' experiences in RE may not always involve formal assessment. Rather, pupils' responses are considered to be valuable means of showing their engagement with religious and spiritual learning. This approach to assessment in RE for pupils in special schools is supported by SACRE and incorporated into the Worcestershire Agreed Syllabus (Anne Krisman, Special RE, 2015). These moments may be captured in pupils' written work, Learning Journeys or MAPP files, depending on which class they are in and how they are engaging with RE.

17.2. For those classes to whom it is appropriate, outcomes for the end of each Key Stage, as outlined in the Worcestershire Agreed Syllabus, are detailed in the RE Long Term Plan.

18. Monitoring and evaluation

18.1. Class teachers' Medium Term Plans are monitored by the RE Leader. Evidence of this monitoring is recorded and stored in the RE Curriculum Leader's File.

19. Linked policies

19.1. The RE Policy should be read in conjunction with our policies for Marking and Feedback, Monitoring and Evaluation of Teaching and Subject Co-Ordination, Assessment, Recording and Reporting.

20. Monitoring and Review

20.1. This Policy is reviewed on a three yearly basis by the RE Curriculum Leader and Governing Body.