



Castle Hill School
Innovating, Communicating, Empowering

Religious Education Policy

Policy Created	2007
Committee	KUW
Last review	June 2022
Frequency	3 years
Date to be reviewed	June 2025

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

The Legal Position

Castle Hill School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in agreement with a locally agreed syllabus (in our case the Kirklees Agreed Syllabus). We use aims and themes of the Kirklees Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs.

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at Castle Hill School.

Religious Education Statement

Religious Education:

- develops pupils' tolerance and promotes mutual respect in a diverse society
- develops pupils' understanding of the significance of religion/faith in the lives of others – individually, communally and cross-culturally
- develops pupils' perspective and judgement
- develops co-operation skills
- fosters pupils' curiosity and deepens their understanding of the world

Philosophy

At Castle Hill all our pupils are entitled to access RE experiences and activities. These are based around two targets. The first is 'learning about religions' – this helps pupils build a picture of religion/faith, often through stories, symbolism and visits by religious leaders or to places of worship. The second and more important aspect is 'learning from religions' - this includes the ability to respond to religious and moral issues and importantly a sense of peace, awe and wonder which can be inspired by religious ceremonies and acts of worship, artefacts, movement, art and music.

Practice

We will teach pupils skills, encouraging exploration using their senses and physical abilities in accordance with the RE curriculum at Castle Hill School.

It must be noted that many of our pupils have visual, auditory or physical disabilities and some of our pupils are multi-sensory impaired. It is important therefore, that they have access to a range of RE activities which accommodate their individual needs and which allow them to reach their potential within the area of RE.

We will adopt a multi-sensory style to teaching RE including:

- visual (posters, video, picture books, artefacts),
- aural (music, stories, teacher, support staff)
- oral (songs, prayers, communication aids, symbols)
- kinetic(drama, mime)
- tactile(religious symbols, artefacts and textures)
- olfactory (incense, herbs and spices)
- taste (festival foods)

We will provide pupils with maximum opportunities to access the Total Communication approach.

We will draw upon pupils' own personal and family experiences to encourage understanding of their own culture and religious background.

Where appropriate -

We will provide experiences which promote investigations of religions through books and sensory stories, videos, artefacts and visits by religious leaders and visits to places of worship.

We will use ICT to find out about religions, eg, through virtual tours of places of worship.

We will use festivals as an important vehicle for teaching RE.

We will draw upon the cultural diversity of the school community by using displays, photos and artefacts.

We are able to select material from earlier Key Stages where this is necessary to enable individual pupils to progress and demonstrate achievement.

What we teach

By the end of a pupil's school career they will have experienced the 6 principle religions of the world-Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. There will be an emphasis on Christianity as a major religion in Britain and as a school we recognise Islam as an important religion for many of our students.

Material will be taken from the Castle Hill Curriculum Guide for Understanding of the World which links to the agreed RE syllabus.

Kirklees Agreed Syllabus states that a minimum of one hour per week should be spent on RE at each key stage. However, the subject can also be taught as a block, for instance, as part of a focus week or alongside other curriculum subjects, for example, English, Art, Music, Drama.

RE is not statutory at the Foundation Stage although it is good practice to teach it through a cross curricular approach.

At Post 16 it is statutory to teach RE for at least 18 hours per year.

Practice across the age range

Children in the Early Years follow the Foundation Stage curriculum. This covers the following areas of learning:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

RE will be taught through the Knowledge and Understanding of the World area of the curriculum.

Post 16 pupils follow ideas from the Moving On curriculum. This covers the following areas of learning:

- world studies
- life skills
- vocational studies

Aspects of RE will be covered through the World Studies curriculum and the PSE curriculum.

British values such as knowledge and understanding of different faiths and cultures are respected. The overarching school rule 'We are calm and kind.' is a basic tenet of many faiths.

British Values

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This has become termed as spiritual, moral, social and cultural (SMSC) development, and in advice from the Department for Education, November 2014, should include the promotion of fundamental British values.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that

undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

At Castle Hill School through the delivery of our curriculum and planning for SMSC development, we:

- Include in suitable parts of the curriculum, as appropriate for the age and understanding of our pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Demonstrate the importance of rules and laws, whether they be those that govern the class, the school, or the country. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message; use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Treat everyone with respect, typified by our school rule that 'we are calm and kind'. This is modelled to pupils throughout the day by staff who will continually teach pupils the importance of showing respect. Part of our school ethos and behaviour policy has revolved around core values such as respect, and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and learning rules, as well as our behaviour policy

Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms **at the end of every term** ? when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA, ASDAN and Moving On units which are accredited.

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports
- MAPP
- Learning Journals
- EHCP review process

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical or cognitive skills.

Pupils will be able to show progress in Religious Education by:

- demonstrating tolerance and mutual respect for others
- demonstrating an understanding of the significance of religion in the lives of others – individually, communally and cross-culturally
- expressing their opinions
- working with others to achieve a common goal
- demonstrating a greater understanding of the world and asking questions about it

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The Role of the Understanding the World Curriculum Team

Religious Education forms part of the curriculum team for Understanding the World. As a result the Understanding of the World Curriculum Team are responsible for the completion of the following tasks:

- Subject development.
- Learning audit
- Data analysis
- Collation of photographic evidence of learning and planning evidence
- Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)
- Formulation of Curriculum Guides, to be completed for each coming term.
- Displays
- Resource purchase/availability, resource audits and resource accessibility
- Policy updates
- Support of Continued Professional Development.

The over-riding task must be to provide support for all who participate in Religious Education and so improve the quality and continuity of Religious Education teaching and learning throughout the school.

References:

Promoting fundamental British values as part of SMSC in schools
Departmental advice for maintained schools (Department for Education)

EYFS Statutory Framework 2012

[UN Convention on the Rights of the Child](#)

[Every Child Matters: Change for children in Schools](#)