

Religious Education Policy

Psalm 78 v 4

“We will tell the next generation the praiseworthy deeds of the Lord.”

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** – We demonstrate fairness, equality and honesty.
- **Tenacity** – We are determined and resilient when faced with challenges.
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who ‘experience life in all its fullness’ (John 10:10)

Policy Status	Date	Review Date
Approved by LGB	Nov 2020	Sept 2021
Reviewed by SLT	Sept 2020	Sept 2021

Version: 1

Statement of Intent

The following statement is shared and discussed with all students in lessons:

“In our RE lessons at Derby Cathedral School, we explore life’s big questions in order to find out what people believe and what difference this makes to the way they live.

We are encouraged to make sense of a variety of religions and other worldviews as well as having the opportunity to reflect on our own ideas, beliefs and ways of living.”

The planning, delivery and application of RE will all be done with a clear focus on the importance and value of learning and living within the diverse community of Derby City. As a subject it will therefore not only reflect pupil’s own personal experience but will also broaden their view to consider different attitudes, opinions, ideas and beliefs. The key attitudes of **tolerance, respect and understanding** are consequently developed and encouraged in both the content of the lessons and the way in which they are taught.

Reflecting and celebrating the diversity of our school community is at the heart of everything we do in RE. From an exploration of different festivals and holy places in Y7 to understanding how different cultures respond to environmental concerns in Y8, the value of difference and the need to include all is part of every lesson taught. This is particularly relevant when students gain new knowledge about other faiths, beliefs or cultures since removing ignorance is a step towards promoting acceptance.

Religious Education at the Derby Cathedral school also:

- Promotes the progression of knowledge and skills, specifically continuing the key elements of ‘Believing, Expressing and Living’ from Key Stage 2 into Key Stage 3 and beyond.
- Develops literacy skills, particularly the ‘religious literacy’ of all pupils.
- Encourages a number of wider, transferable skills that can be readily used in other subject areas and beyond. For example, the 6 key skills that are promoted at KS3 are: asking questions, providing descriptions, making comparisons, showing empathy, developing evaluations and expressing opinions.
- Values academic rigor and prepares students for the requirements of examinations at Key Stage 4 and beyond.
- Recognises the value of issues that go beyond the academic and encourages discussion and questions relating to identity, belonging, commitment and the treatment of others.
- Inspires responsibility for the way we treat ourselves, each other and the environment we live in.
- Enables students to develop their spiritual awareness and grow in their understanding of Christian values.
- Explores beliefs and the spiritual dimension to life, especially the role of faith in encouraging ‘courageous advocacy’.

- Asks life's important questions, like "How did the world begin?" or "Does God exist?" or "Why do people suffer?" and allows the opportunity to explore possible answers.

In conclusion, RE at the Derby Cathedral School helps to prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. It studies Christianity as a living and diverse faith, focusing on the teaching of Jesus and the Church, promoting a rich, deep knowledge and understanding of Christian belief and practice. It explores a range of religions and worldviews, fostering respect for others, giving opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity. It engages with challenging questions of meaning and purpose raised by human existence and experience. It develops confident religious literacy in our pupils and provides a safe space for them to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

The RE curriculum is a major contributor to the spiritual, moral, social and cultural development of our pupils and supports the whole school FAITH values by promoting fellowship, aspiration, integrity, tenacity and humility in both the specific content of the lessons and the way in which it is taught.

Policy Aims

In the planning and delivery of Religious Education, Derby Cathedral School follows the Derby City Agreed Syllabus for RE, 2020-2025.

With this in mind, the **principle aim** of the subject is:

“... to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own”

(Derby City Agreed Syllabus for RE, 2020-2025)

In order to make this aim accessible to our pupils, the following statement will be shared and discussed within lessons:

“In our RE lessons at Derby Cathedral School, we explore life’s big questions in order to find out what people believe and what difference this makes to the way they live.

We are encouraged to make sense of a variety of religions and other worldviews as well as having the opportunity to reflect on our own ideas, beliefs and ways of living.”

The planning, delivery and application of RE will all be done with a clear focus on the importance and value of learning and living within the diverse community of Derby City. As a subject it will therefore not only reflect pupil’s own personal experience but will also broaden their view to consider different attitudes, opinions, ideas and beliefs. The key attitudes of **tolerance, respect and understanding** are consequently developed and encouraged in both the content of the lessons and the way in which they are taught.

The three key aims for RE elaborate on the **principle aim** to ensure that all pupils:

- A.** Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- B.** Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

(Derby City Agreed Syllabus for RE, 2020-2025)

Key Stage 3 Curriculum

9 Outcomes in RE at KS3:

From the 3 key aims, pupils are expected to achieve the following outcomes:

To be able to ...

A1. explain and interpret ways religions and worldviews influence individuals and communities.

A2. explain and interpret a range of beliefs, teachings and sources of wisdom in order to understand religions and worldviews as coherent ways of seeing the world.

A3. explain how and why individuals and communities express their beliefs and values in many different forms and ways of living

B1. explain the religious and worldviews that pupils encounter clearly, reasonably and coherently and to evaluate them

B2. observe and interpret a wide range of ways in which commitment and identity are expressed and to evaluate the controversies that exist regarding this commitment

B3. consider and evaluate the question: what is religion? Analyse the nature of religion

C1. explore some of the ultimate questions that are raised by life, making well-informed and reasoned personal responses

C2. examine and evaluate issues about community relations and respect for all in light of different religious and world views

C3. explore and express insights into significant moral and ethical questions posed by being human in well-informed and personal responses

12 key questions:

In the agreed syllabus, there are 12 recommended questions at KS3 that fall into 3 main categories. The RE curriculum at Derby Cathedral School has been designed to explore these questions within a variety of different units of work across the three years 7-9.

Key Question:	Category of question:
1. Do we need to prove God's existence?	<p style="text-align: center;">Believing</p> <p style="text-align: center;"><i>Religious beliefs, teachings, sources;</i></p> <p style="text-align: center;"><i>Questions about meaning, purpose and truth</i></p>
2. Does living biblically mean obeying the whole bible?	
3. What is so radical about Jesus?	
4. Is death the end? Does it matter?	
5. Why is there suffering? Are there any good solutions?	
6. Should religious buildings be sold to feed the starving?	<p style="text-align: center;">Expressing</p> <p style="text-align: center;"><i>Religious and spiritual forms of expression</i></p> <p style="text-align: center;"><i>Questions about identity and diversity</i></p>
7. How can people express the spiritual through the arts?	
8. What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?	<p style="text-align: center;">Living</p> <p style="text-align: center;"><i>Religious practices and ways of living</i></p> <p style="text-align: center;"><i>Questions about values and commitments</i></p>
9. Should happiness be the purpose of life?	
10. Does religion help people to be good?	
11. What difference does it make to believe in ...?	
12. Is religion a power for peace or a cause of conflict in the world today?	

(Derby City Agreed Syllabus for RE, 2020-2025)

The Church of England 'Statement of Entitlement' for RE

Published in February 2019, the Church of England have set out a clear statement of entitlement for RE in Church schools.

The Derby Cathedral School not only supports this entitlement but also actively implements it through the curriculum content, delivery and ethos of the department. With this in mind, RE at our school encourages:

"... every child to flourish and to live life in all its fullness (John 10:10). It help(s) educate for dignity and respect, encouraging all to live well together."

Religious Education in Church of England Schools: A Statement of Entitlement (page 1).

"Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."

Church of England Vision for Education: Deeply Christian, Serving the Common Good.

In line with the statement, RE at Derby Cathedral School:

1. Helps to prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
2. Studies Christianity as a living and diverse faith, focusing on the teaching of Jesus and the Church, promoting a rich, deep knowledge and understanding of Christian belief and practice
3. Explores a range of religions and worldviews, fostering respect for others, giving opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity.
4. Engages with challenging questions of meaning and purpose raised by human existence and experience.
5. Develops confident religious literacy in our pupils (see below for more details on the value and role of religious literacy).
6. Contributes to the school's Christian vision as well as the spiritual, moral, social and cultural development of pupils.
7. Provides a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Curriculum balance and timings

- RE at KS3 is taught to every pupil in two 50 minute lessons per week and each year the specifically Christian elements of the syllabus take up approximately 50% of the RE teaching time.

- RE at KS4 will also be delivered to all pupils, with the vast majority preparing for a GCSE qualification from AQA. It is intended that the world religions syllabus is followed with a focus on Christianity and Judaism as our two key faiths.

Religious Literacy

Religious literacy can be defined in a number of different ways:

- As a critical engagement with religious beliefs and practices
- As an ability to understand the basics of different religious traditions
- As an appreciation of how religions interact with social, community and political life
- As the ability to talk and discuss religion in thoughtful, well informed and respectful ways

[Taken and adapted from Dr Kevin O’Grady’s article for RE: ONLINE]

Religious Literacy at Derby Cathedral School:

The RE curriculum at Derby Cathedral school is designed to improve and develop the religious literacy of all pupils. This ranges from the teaching of clear definitions for key religious terminology to providing an environment in which beliefs can be respectfully examined and discussed.

In working towards achieving a high standard of Religious Literacy for all our pupils, it is useful to highlight the thoughts of Charlotte Vardy. She explains that we are not telling children what to think or do, but rather we are providing them with the skills needed to understand the faith of others as well as their own beliefs and opinions:

“Just as we teach children literacy – the skills of reading, writing, communication – through the medium of the English Language and English Literature, we should teach Religious Literacy through the medium of a particular Religious Language and Faith Tradition, whether that is Christianity, Islam, Judaism or Hinduism. In doing so we are not telling them what to think or do (any more than the Literacy teacher tells students how to communicate with their parents at home), we are just providing them with the skills they need to start to understand one religion, which is the gateway to understanding any number of others and, when taught well, an inspiration to do so as well.”

[Charlotte
Vardy – Candle Conferences]

Key Skills in RE

Key Stage 3

The KS3 RE curriculum is designed to encourage, develop and use the following key skills. Pupils are made fully aware of these; improving in these areas will mean an increase in their subject understanding and attainment.

1. Ask Questions

... to improve my understanding of the beliefs of others

2. Provide Descriptions

... to show detailed knowledge of religious beliefs and practices

3. Make Comparisons

... to identify similarities and differences between faiths

4. Show Empathy

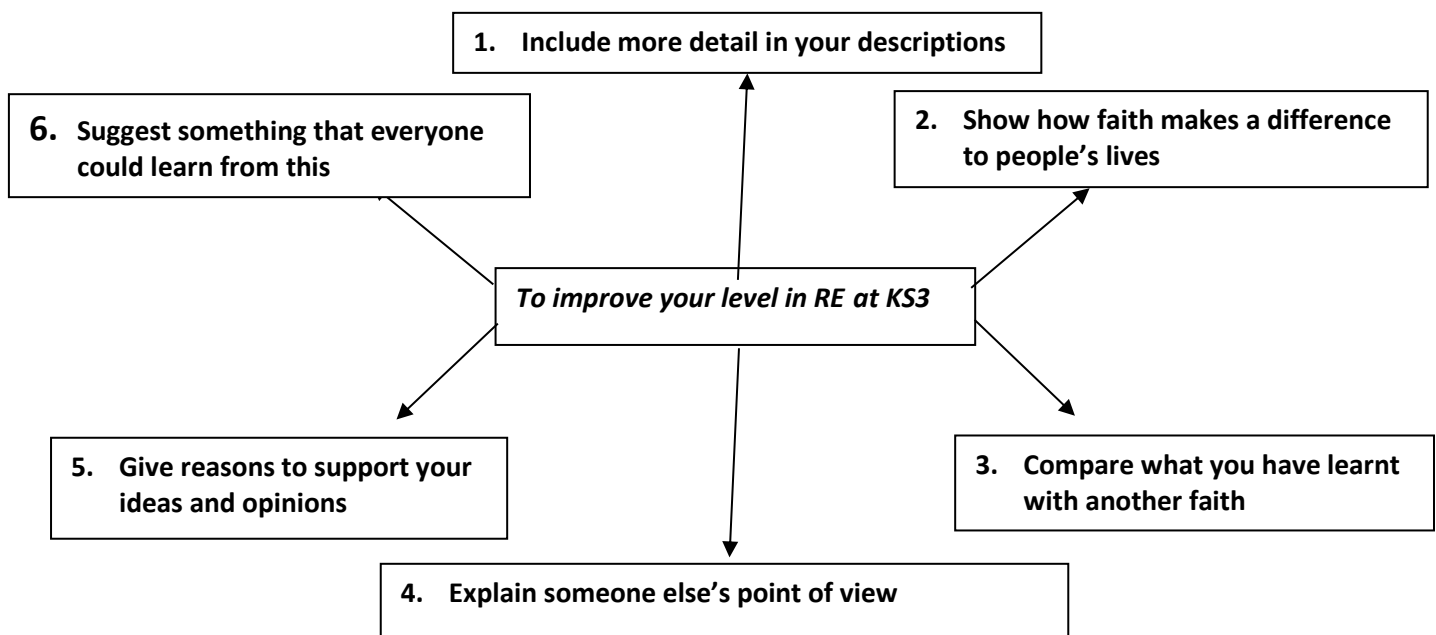
... to see things from other people's point of view

5. Develop Evaluations

... to present reasoned arguments for and against different issues

6. Express Opinions

... to give my own ideas and present alternative views and conclusions



Curriculum Overview

Key Stage 3

YEAR 7				
Unit of Work:	Key Ideas:	'12 questions' covered	Question category covered	'9 outcomes' covered
1. Why RE? (14)	<ul style="list-style-type: none"> Why do we study RE? Multi-cultural Britain The value of empathy What is religion? What do we believe? 	1 7 8 9 11	Believing Expressing Living	A3 B1, B2, B3 C2
2. Worship: Festivals (17)	<ul style="list-style-type: none"> What is worship? How/why/when do people worship? Hindu / Muslim / Jewish / Christian Festivals 	1 7 8 9 11	Believing Expressing Living	A2, A3 B1, B2 C1, C2
3. Worship: Buildings (15)	<ul style="list-style-type: none"> Why are buildings important for worship? Cathedral Visit Open centre visit Hindu / Sikh / Jewish / Muslim / Christian / Buddhist buildings 	1 6 7 8 11	Believing Expressing Living	A2, A3 B1, B2 C1, C2, C3
4. Islam (15)	<ul style="list-style-type: none"> What does it mean to be a Muslim? 5 Pillars / Quran / Prayer Muhammad The Breadwinner DVD 	1 7 8 11 12	Believing Expressing Living	A1, A2, A3 B1, B2, B3 C2, C3
(61 lessons)				

YEAR 8				
Unit of Work:	Key Ideas:	'12 questions' covered	Question category covered	'9 outcomes' covered
1. Respect, tolerance and understanding (19)	<ul style="list-style-type: none"> • Golden Rule of world faiths • Martyrs – Disciples / Kolbe / Romero / Masemola • Gandhi – non-violence (Ahimsa) • Combatting racism – MLK / Rosa Parks / civil rights 	4 5 10 11 12	Believing Living	A1, A3 B1, B2 C1, C2, C3
2. Jesus (19)	<ul style="list-style-type: none"> • What did Jesus look like? • What did he say / do? (parables / miracles) • Who was he? Incarnation • What is so radical about Jesus? • Death & Resurrection • Sin / salvation / eternal life 	2 3 4 5 7 10	Believing Expressing Living	A1, A2, A3 B1, B2 C3
3. Belief and the environment (17)	<ul style="list-style-type: none"> • How are humans caring for / destroying the environment? • Stewardship & responsibility • Creation stories • Impact of belief on behaviour • Kibbutzim / St Francis / Gandhi / Bishnoi 	1 5 7 10 12	Believing Expressing Living	A1, A2, A3 B1, B2 C1
4. Pilgrimage (13)	<ul style="list-style-type: none"> • What is Pilgrimage? • Why is place important? • Why go? • What is happiness? • Muslim / Christian / Jewish / Sikh / Hindu sites • Should believers go? 	4 6 9 10 11	Believing Expressing Living	A1, A2, A3 B1, B2 C1, C2, C3
(68 lessons)				

YEAR 9				
Unit of Work:	Key Ideas:	'12 questions' covered	Question category covered	'9 outcomes' covered
1. Exploring the Holocaust (21)	<ul style="list-style-type: none"> • What does it mean to be Jewish? • Pre-war Jewish life • Nazi Persecution • The value of testimony • Rescuers / Liberation • Jewish responses to the Holocaust • Antisemitism today 	1 4 5 7 10 11 12	Believing Expressing Living	A1, A2, A3 B1, B2 C1, C2, C3
2. Ethics: Relationships (13)	<ul style="list-style-type: none"> • What are ethics? • How do we know what is right and wrong? • Sex before marriage • Contraception • Marriage • Gender equality • Mother Teresa 	2 5 7 9 10 11 12	Believing Expressing Living	A2, A3 B1 C1, C2, C3
3. Ethics: Medicine (14)	<ul style="list-style-type: none"> • What does it mean to value life? • Sanctity of life • Abortion • Fertility treatments • Cloning • Euthanasia • Suicide • Animal testing 	2 4 5 9 10 11 12	Believing Living	A2, A3 B1 C1, C2, C3
4. Ethics: Good & Evil / Peace & Conflict (14)	<ul style="list-style-type: none"> • What is suffering? • Natural and Moral evil • Why do people suffer? • Responses to suffering – free will • Examples from faith: Job / Noah / Buddha / Jesus • Just war theory • Attitudes to war • Violence and pacifism • Justice, crime & punishment • Treatment of criminals • Social justice 	1 2 5 9 10 11 12	Believing Living	A1, A2, A3 B1 C1, C2, C3
(62 lessons)				