**Policy for Religious Education**

Responsibility: IAN PARKER

Date: OCTOBER 2017

Review date: SEPTEMBER 2018

**Purpose of RE**

* **Preparing students for life in modern Britain and with confidence take the next step in their school career.**
* **Articulating personal beliefs & values and respecting the right of others to differ.**
* **Developing resilient responses to misunderstanding, stereotyping and division.**
* **Raising awareness of other cultures and experiences.**
* **Developing critical thinking skills.**

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2014.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or ‘risky’ questions can be tackled within a safe but challenging context. 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 discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**RE curriculum**

In school, the curriculum is based on the Local Agreed Syllabus for Calderdale and Kirklees, produced by SACRE for teaching from September 2014

The syllabus has three aims for pupils:

1. To know about and understand a range of religions and other world views;
2. To express ideas and insights about questions of beliefs and meaning;
3. To investigate and respond to important questions for individuals and the wider community.

At Key Stage 2 (Year 6), teaching and learning is focused around Christianity and Sikhism, alongside understanding of non-religious approaches to life.

At Key Stage 3, teaching and learning is extended to include Hinduism & Buddhism alongside understanding of non-religious approaches to life. Other faiths/non faiths will be studied alongside the core religions. Pupils will additionally study Christianity (through a variety of units of work across the key stage) and Buddhism (as a specific Unit of Learning).This is to help prepare students for GCSE RE where these are the two main religions studied as part of the AQA specification at Shelley College.

To support delivery of the syllabus, we plan our lessons around the exemplar units of work provided through the SACRE. The RE coordinator then writes Units of Learning which is designed to meet the abilities, skills and needs of the pupils within the context of KMS. We then review and evaluate these Units of Learning each year and adapt or change as appropriate.

**Achievement and Progress**

We assess progress of pupils in line with the school policy regarding KPI and AREX statements. Each pupil is formally assessed at the end of each Unit of Learning (x2 in Year 6; x3 in Years 7 & 8). Combined with the work produced in class and an assessment of the pupil’s contribution in class by the teacher they are then given a level of either Working Towards, Working At or Working Beyond for each AREX statement. We then combine these for the end of year report in a final judgement is made regarding pupils’ progress.

We report to parents in line with school policy. Parents will be able to access the KPI and AREX statements on-line as well as the formal end of year school report.

**RE lessons**

RE is timetabled so that pupils are provided with 20 hours of RE each year in Year 6 and 40 hours a year in Years 7 & 8. Lessons will be delivered in weekly lessons. In Year 6 this done 1 hour per week for half a year (the other half of the year is dedicated to the PHSE curriculum). In Years 7 & 8 this is done 1 hour per week for the whole school year.

Lessons are normally taught by a small team of teachers. The RE coordinator teaches the majority of the lessons with other staff teaching a small number of lessons.

The RE coordinator supports teaching staff and monitors the subject.

We encourage and promote teaching and learning through a wide range of teaching and learning strategies which are laid out in the individual units of learning. In particular RE lends itself to discussion and debate between pupils and teacher. Teaching strategies to promote a variety of ways to achieve this are laid out within individual lesson plans.

**The place of RE in our school**

As part of enriching pupils’ experiences, we visit our local church in Kirkburton. This plays an important role in enriching the Year 6 Christianity Unit of Learning. We are also investigating the contribution of visits to other places of faith and the role that visitors to school might make to other units in the curriculum.

RE contributes to oracy and literacy through developing pupils’ ability to express their own and other people’s ideas, beliefs and points of view. This is done both verbally and through writing within class. We use a variety of strategies to support and develop pupils’ abilities in this regard, within a framework of a safe classroom.

RE makes a substantial contribution to pupils’ SMSC development in the following ways:

SPIRITUAL: It provokes challenging questions about the meaning and purpose of life, beliefs, the self, and what it means to be human.

MORAL: It tackles issues of rights and wrongs and raises awareness of different strategies and frameworks that pupils may consider when making moral & ethical choices in their lives. It also asks pupils to consider the moral & ethical choices which other people make within their community, society and global context.

SOCIAL: It encourages pupils to consider their responsibilities to themselves and others. It encourages a sense of empathy, generosity and compassion. It teaches pupils to develop respect for both themselves and others and to challenge prejudice, intolerance and stereotyping.

CULTURAL: It enables pupils to develop and build a sense of their own identity and belonging which helps them flourish as members of a diverse society. It also requires pupils to understand other individuals, communities and societies sense of identity and belonging.

The subject links to PSHE education by developing an awareness of the political, moral, religious context in which pupils make informed choices about their actions and lives.

RE supports our commitment to equality through the teaching of a range of religious, non-religious, moral and ethical beliefs. Through this we raise awareness of the importance of understanding the reasons why and how people might hold different beliefs and attitudes but within a framework of the core British/Human values in particular that of mutual respect, individual liberty and the tolerance (acceptance) of other faiths.

We value the support given to RE through links with the local and wider community, such as visits to our local church, the development of visits to other places of faith and through the development of visitors into school from the local and wider community.

**Withdrawal from RE**

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

**Enquiries and questions**

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child’s class teacher or the RE co-ordinator (Mr Parker).

**Monitoring and Evaluation**

This policy will be monitored and evaluated on an annual basis in conjunction with the governing body timetable.