

RE Policy

Pioneer House High School

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Religious Education Policy

It is the intention of this policy to inform staff, parents, governors and all individuals involved in teaching RE at Pioneer House. We seek also to ensure continuity and progression of a broad and balanced RE curriculum for all students throughout each Key Stage.

Intent:

At Pioneer House we recognise the importance of quality RE entitlement for all our pupils. Our curriculum reflects the advice from SACRE and is tailored to the individual needs of our students.

The RE curriculum aims to provide an enjoyable, broad and balanced programme, with opportunities for all pupils to develop. RE at Pioneer House offers a wide range of modules and topics in order to meet the diverse needs of all our individual pupils and to be reflective of the diverse community they live in.

In key stage 3 all students access weekly Religious Education lessons and daily collective worship. The curriculum balances all six world religions, enabling students to understand the world around them.

In key stage 4 and 5 students access weekly Religious Education learning through daily Collective Worship and our extensive daily tutor time programme.

Parents and carers have the right to withdraw their children from religious education and/or collective worship. From age 16, pupils can choose for themselves to opt out of collective worship if they wish. However, they cannot opt out of receiving religious education without parental consent until they are 18.

Parents who choose to withdraw their child from religious education lessons are required to state this in writing annually to the Head teacher in line with the SACRE and DFE guidance.

General Aims

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Students learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing students' reflection on and response to their own experiences and their learning about religion. It develops students' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Within the teaching of RE we make the most of opportunities to help the students develop their sensitivity to relevant issues such as religious fasting and prayer, and to develop positive attitudes towards themselves and others.

We endeavor to draw on the varied experiences and backgrounds of our students and staff in order to make RE relevant and interesting to our students. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that students in KS3 have at least one local RE visit every year.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for students to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our SMSC program, students are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage students to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Implementation:

RE Coordinator

The RE Curriculum coordinator has the responsibility to:

- Produce an annual action plan for development of the subject within the school.
- Use data to ensure that all students are suitably challenged to achieve and progress.
- Organise and lead RE related INSET
- Advise and support other teachers and staff in developing RE
- Oversee the ordering of resources.
- Liaise with the head teacher and deputy to monitor and evaluate the curriculum and to work with parents and governors.
- Attend relevant training for RE in special schools, meetings and other relevant courses.
- To organise subject leader's file

Curriculum team

- The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader(s), in close collaboration with senior leaders.
- The curriculum coordinator attends regular training and professional development and organises INSET and training for other members of staff when necessary. RE as with all subjects undergoes a full subject review each year along with regular monitoring, moderation and staff and pupil voice.
- Resources are purchased with the annually allocated RE budget and stored in a central place for use by all staff.

Curriculum organisation

- Key stage 3 RE is taught weekly within a 45 minute lesson. It is taught in termly units.
- Key stage 4 and 5 RE is taught within a 15 min daily collective worship and tutor times.
- In line with the SACRE advice, students cover all 6 main world religions.
- Through RE students have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathizing. Wherever possible, links are made between Religious Education and other curriculum subjects.

Cross-Curricular links

- Religious education strongly supports the school's citizenship programme by introducing students to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.
- Religion as a subject is enriched by many aspects of human experience. For example there are links between, religion and the arts and culture, religion and ethics, religion and history, religion and science.
- Literacy and numeracy links are clearly identified and embedded within schemes of work.

Health and Safety

- All resources relate to own subject comply with Health and Safety standards and undergo regular checking by suitably qualified agencies.
- The RE coordinator will be responsible for appropriately risk assessing all activities. Some of these activities include school trips to religious buildings such as the local mosque, temple or gurdwara.

- All educational visits outside school comply with relevant Health and Safety Policies of the school. All staff must complete a full risk assessment before undertaking any off-site activity.

In Service Training

Pioneer House actively encourages staff to keep their continuing professional development up to date within RE. This is done, by enabling staff to attend high quality in-service training, in all aspects of RE. The training needs of staff in the various aspects of the subject are monitored, reviewed and addressed through the performance management process, as part of their own continued professional development, and in line with the School Improvement Plan.

Assessment, Recording and Reporting

Assessments are made in line with school assessment policy. Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next steps. Analysis of assessment data is used to both set curricular school targets and also ensure individual progression is maximized.

Staff write medium term plans for each group of students they teach. All students work towards achieving their individual targets for each subject. These are set at the beginning of each module and evaluated at the end. Targets are shared with parents and carers at annual EHCP reviews and in termly reports. All students are involved in their own target setting and have a progress file to show their achievements.

Equal Opportunities

- The RE programme provides for all student's equalities of access and opportunity within curricular time by offering a broad and balanced programme.
- In planning the programme, individual needs of students in relation to culture, gender, age and ability are taken into account through appropriate groupings for respective activities.
- A variety of teaching styles and strategies are utilised by members of staff, crossing the stereotypical boundaries and differentiating the curriculum on offer to make it accessible to the wide group of pupils at Pioneer House.
- This policy should be read in conjunction with the Equal Opportunities Policy, the SEND Policy and other related policies.
- This policy statement will be reviewed as part of a regular cycle.