

William de Yaxley C of E Academy

RE Policy

“Let all that you do be done in love.”

1 Corinthians 16-14



William de Yaxley C of E Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We welcome our duties under EA2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and gender identity), maternity and pregnancy, religion and belief. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Religious Education (RE) provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, moral issues and what it means to be human. It develops knowledge and understanding of Christianity, other principal religions and other world views that offer answers to such questions. It offers children opportunities for personal reflection and spiritual development.

Enabling pupils to develop respect and sensitivity, and promoting discernment, RE plays a crucial role in preparing pupils for adult life, employment and life-long learning.

1. The Aims of RE

Through the teaching of RE at William de Yaxley C of E Academy, we aim to help each pupil to:

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today;
- Develop a knowledge and understanding of the other principal religious traditions, beliefs and practices represented in Great Britain today;
- Develop religious literacy;
- Grow in their own spiritual, moral, social and cultural development
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- To develop attitudes of respect and tolerance towards other people who hold views and beliefs different from their own;
- Develop skills of exploring, investigating and learning about religion and develop attitudes which will support their personal, moral, social and cultural development (see also curriculum for personal development);
- Consider their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community;
- Become informed, active, responsible citizens through developing a positive attitude towards other people, towards living in a diverse society and towards religion as a significant element of human experience.

2. The legal position of Religious Education

William de Yaxley C of E Academy is a Voluntary Controlled school and therefore we deliver RE in line with the Locally Agreed Syllabus for Peterborough.

Legal requirements for the provision of RE are set out in the Education Act 1996 and the Education Standards and Framework Act 1998.

It is legally required that:

- Christianity will be studied in all key stages.
- The choice of which other religions to study in key stage one is relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present, the school will choose the other religion to be studied.
- By the end of key stage two, all major religions [Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism] and a secular worldview [humanism] must have been studied.

As part of the basic curriculum, RE should promote pupils' broader personal development. The headteacher, the governors and the local authority have a joint responsibility to ensure that RE is provided.

In line with Peterborough's agreed syllabus planning framework when teaching Religious Education at William de Yaxley C of E Academy, pupils are enabled to:

Learn **about** religion and belief -

- Inquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practises, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

Learn **from** religion and belief -

- By questioning, exploring, reflecting upon an interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections commerce responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Curriculum

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between **theology, philosophy** and the **human/social sciences**.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

These three disciplines provide lenses through which each enquiry question is approached. In accordance with

the structure of the locally agreed syllabus we have agreed that:

At KS2 pupils study aspects of all of the world, with reference made to other principal religions, beliefs and worldview.

In accordance with the Statement of Entitlement (2016), 2/3 curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly teaching of RE, and through additional RE days which focus on an aspect of the Christian Faith. The use of the resource Understanding Christianity particularly supports the development of the theological perspective. The Emmanuelle Project is used as a resource to teach worldwide faiths.

Teaching RE

Religious Education uses an enquiry-based approach to learning. This is based on the best practice framework in the Peterborough agreed syllabus 2018. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Entitlement and Inclusion - EAL, SEN, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching adaptations and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Assessment

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within RE.

In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture or meta-narrative
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion, etc. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding.

Monitoring & Evaluation

The subject co-ordinator will monitor RE provision and standards within the academy through observation, looking at work, talking to children and reviewing the curriculum with staff. The subject leader is responsible for contributing to the academy's self-evaluation process.

The Right of Withdrawal from RE

All academies within DEMAT are inclusive communities but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the principal/head teacher of their academy to discuss any concerns or anxieties about the policy, provision and practice of religious education.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school will review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on academy premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the academy in question, or the pupil could be sent to another academy where suitable RE is provided if this is reasonably convenient.

- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from academy for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the Local Authority is satisfied that any interference with the pupil's attendance at school is not resulting from the withdrawal.

Date: October 2024

Review date: October 2029