



Ralph Sadleir School

Status: DRAFT

Approval Date: 17th

October 2018

Review Period: Three Years

Requirement: Statutory

Delegation: Curriculum & Achievement Committee

RELIGIOUS EDUCATION POLICY 2020 - 2022

BACKGROUND TO RELIGIOUS EDUCATION AT RALPH SADLEIR SCHOOL

Religious Education (RE) is not a National Curriculum subject, but it is a legal requirement that RE is provided for all registered pupils in state-funded schools in England unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum (*note 1*).

As RE is not nationally determined, a locally agreed syllabus of RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is this Hertfordshire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE (*note 2*).

Families who send their children to this school are in the main 'nominally' Christian. Some children are from practising Christian Families, in addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to minority groups.

PURPOSE OF STUDY AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child, spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Purpose of Study: At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews (*note 3*) which give life value. RE aims to enable pupils to become religiously and theologically literate (*note 4*) so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human

Proud to Achieve



understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims: The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom** (note 5) **and their impact** whilst exploring **personal and critical responses**.

Sources of wisdom and their impact. *All pupils should:*

- Know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning.
- Express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities.
- Recognise and explore the diversity which exists within and between religious traditions.

Personal and critical responses. *All pupils should:*

- Express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues.
- Engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility.
- Develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

CONTENT AND APPROACH

Throughout their time at this school all pupils must:

- Follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- Be introduced to the other five principal religions represented in Great Britain to include revisiting aspects of worldviews which have been studied previously.

Through liaison with First Schools and Freman we cover 4 religions.

Three religions are to be studied.

Christianity and at least two principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Building on prior knowledge, the other principal religions will be revisited. Understanding will be extended in year 9.

Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews. We explore eight key areas of learning through years 5 – 8 to meet the aims of our curriculum (in no particular order).

Beliefs and practices, Sources of wisdom, Symbols and actions, Prayer, worship and reflection, Identity and belonging, Ultimate questions, Human responsibility and values, Justice and fairness.



The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

TIME ALLOCATION FOR RE

In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:

KS2	
39 hours per year (approx. 13 hours per term)	

These minimum time requirements include visits and RE enrichment days but not school productions related to festivals, assembly or collective worship time; (See Collective Worship policy).

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and values of the RE curriculum before complying with the right of withdrawal from RE (note 6). Parents of a pupil at our school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply and supervise the child during RE sessions, but is not obliged to provide alternative work. Pupils may be withdrawn from the school premises to receive RE elsewhere, so long as the LEA is satisfied that this will not interfere with the child's attendance. Parents may arrange an alternative religious education for the pupil. If this happens, this must not disrupt the rest of the pupil's education, or incur any extra cost for the school (note 7). Any parent who wishes to withdraw their child is expected to consult the headteacher. Teachers may also withdraw from the teaching of RE.

ASSESSMENT, RECORDING AND REPORTING (see school assessment policy)

The Hertfordshire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment. Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the expected learning outcomes wheel for assessment at the end of key stage 3 and in line with other areas of the curriculum. Learning outcome expectation statements set out in the Agreed Syllabus for key stages 2 & 3 provide the definition of a religiously and theologically literate student which are used for ongoing assessment and reporting.

School reports are sent home each year and the RE report is written with reference to the records made and pieces of work completed.



PLANNING

In order to ensure that our aims are met and the Programme of Study is covered at key stage 2 & 3 the school follows the enquiry based approach set out in 'Religion for Today and Tomorrow' non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017-2022, some additional elements of previous Hertfordshire Secondary Scheme of Work for RE have been retained we also draw upon resources provided by the Understanding Christianity project. Our long term planning builds-in coverage of and progression in both the content and concepts outlined in the eight key areas of learning. Our schemes of work ensure that pupils have encountered and explored the six principal religions through key stage/s 2 & 3 in cross phase liaison with school deliveries.

Short term planning of individual lessons is a matter for the class teacher. The Humanities Faculty Leader is available to help with this and keeps a range of teachers' resources as a guide. When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks are planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

CROSS CURRICULAR APPROACHES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Pupil's skills in oracy and literacy will be enhanced. Problem-solving, decision making and interpersonal skills will be developed.

RE presents the scope to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas; these are all essential contributing factors in providing outstanding RE teaching and learning for all pupils.

LEADERSHIP AND MANAGEMENT

The Faculty Lead/Humanities manages this area of the curriculum in line with our job description for subject leaders.

This policy is reviewed on an annual/biennial cycle to ensure it still represents the values and practice of the school.



ADDITIONAL NOTES

1. Schools Standards and Framework Act 1998, Schedule 19: Education Act 2002, Section 80. See also section 78 of the 2002 Education Act, which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
2. The locally agreed syllabus is statutory for maintained schools without a religious character and Voluntary Controlled schools. Voluntary Aided schools are not obliged to use the locally agreed syllabus. They must, however teach RE in accordance with their trust deed. Faith and non-faith academies and free schools may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.
3. The principal religious traditions taught are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism and Atheism are worldviews which are appropriate to include as part of the RE curriculum. Where we have pupils who are members of other world faiths (e.g. Baha'I or Jain) then in line with our inclusion policy and valuing of the individual, we include aspects of that religion in RE.
4. 'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences. 'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. These big concepts are explored through the non-statutory additional guidance document.
5. Sources of wisdom include: sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people.
6. (DfES Circular 1/94 para 44-49)
7. The School Standards and Framework Act 1998, section 71

4. Policy Review

4.1. This policy was reviewed and updated by the Humanities Faculty Leader and the Senior Leadership Team. This policy was then reviewed and adopted by the Board of Directors on 14th December 2020.

Governance	Chair Person / Headteacher	Signature	Date
Board of Directors	Mrs J Tye		14 th December 2020

Reviewable every two years in Autumn Term 2022

