



Hollinsclough C of E Academy

Religious Education Policy: 2016

Mission Statement

'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Pre-amble

Here at Hollinsclough C of E Academy Religious Education (RE) plays an important role in defining our distinctive Christian character. The subject is central to our understanding of education and mission. We focus on the commitment that 'the Church' at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ. We recognise that spiritual development lies at the heart of the curriculum. All members of the school community have the opportunity to experience Christianity through the life of the school, as well as through the curriculum.

RE teaching at our school is in line with the recommendations of the **Statement of Entitlement for Church Schools** (published by the National Society). Christianity will, therefore, be the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools. Our approach draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. Our children encounter an open view which stems from and instils respect for different views and interpretations, in an environment within which real dialogue and education takes place.

As a Church academy we have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, our pupils gain greater insight into the world in which they are growing up and from that they are able to appreciate the faith of others and develop a deeper understanding of their beliefs and practices. This approach helps to contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. In addition, we use the Lichfield Diocesan RE Resource Handbook, along with materials from the National Society, and other appropriate units to enhance teaching and offer the extra dimension of its Church foundation.

The Right of Withdrawal from RE & Collective Worship

Our school recognises the right of withdrawal of teachers, and of pupils at the request of their parents.

Those committed to CE schools which are distinctively Christian and have well taught RE and inclusive CW at their heart hope that no parents will wish to withdraw their children from these.

However, the 1944 Education Act, which integrated church schools into the state education system, gave the right to withdraw from RE or CW to parents who wished their children to receive a different form of RE or worship. This right was retained in subsequent acts with full clarification in Section 71 of the School Standards and Framework Act 1998 and reiterated in more recent legislation.

Government guidance for RE was updated in 2010, although that relating to CW has not altered since 1994. Parliamentary records show clearly that this right is intended as a conscience clause and is not, and never has been, a general opt out clause.

The legal position is that in all state funded schools, included voluntary controlled and aided, parents, carers, or pupils themselves in education post-16, have a legal right to withdraw their children from some or all RE lessons, or acts of collective worship

Here at Hollinsclough we wish to be an inclusive community but we recognise that parents have the legal right to withdraw their child or children from religious education or collective worship on the grounds of conscience, without giving a reason.

Parents wishing to exercise this right are asked to write to our Principal who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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.

Where a pupil is withdrawn from RE and does not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

At least 5% of RE curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

Dyslexia Friendly

This subject where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at Hollinsclough we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Our Governors and staff are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexic tendencies is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

Aims and Objectives

The aims of Religious Education in our academy are:

- To offer a full and positive presentation of living Christianity in an opportunity for encountering the Christian life in Anglican and other contexts, and to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

The outcomes for pupils at the end of their time in our academy is that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural development.

Spiritual - widening pupils vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral - helping each pupil develop their own informed values.

Social - helping pupils understand some major forces shaping the values in our society.

Cultural - aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with Citizenship and PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Management

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

As a church academy we recognise that it should be a priority to build up staff expertise in RE.

The RE Subject Leader (our Principal) is responsible for:

- Producing a scheme of work for the academy
- Supporting colleagues in the detailed planning and delivery of RE provision
- Ensuring Religious Education has status within the academy
- Keeping in touch with subject developments and disseminating information as appropriate
- Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- Undertaking personal development and subject training and ensuring provision for staff INSET
- Monitoring RE provision, practice and outcomes
- Ensuring assessment strategies are in place in line with the Agreed Syllabus
- Creating the RE Development Plan and ensuring its regular review
- Accountability for RE standards in the academy
- Meet with member of the Diocesan RE advisory team when possible

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Implementation of this procedure / policy

Our school will manage implementation of this procedure / policy with the support and guidance of the Lichfield Diocesan Board of Education

General

This procedure / policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...

Designation: Chair of Governors

Date... January 2015

Signed...

Designation: Headteacher

Date... January 2015

This procedure / policy is to be reviewed by Governors during Autumn 2018