

Hollinsclough CE (VA) Academy

Religious Education Policy: 2017

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 and Christian values in a nurturing school

Rationale for RE

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

As the Church of England document, **'Making a difference? A review of Religious Education in Church of England schools 2014'** recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world."

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE."

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 Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (June 2016). Christianity will, therefore, be no less than two-thirds of RE curriculum time 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 take 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.

Our RE Curriculum

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 for all pupils. In addition to resources that the school produces itself, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of 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.

Aims

The aims of Religious Education in our Academy are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for an expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are 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

Spiritual, moral, social and cultural development (SMSC)

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 of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and 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 of RE

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 is our school's Principal, **Mrs Janette Mountford-Lees**, who is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- 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 school
- meet with a member of the Diocesan RE advisory team when possible

In addition, our older pupils will be encouraged/have opportunities to:

- Give a thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Be confident in expressing and nurturing their own faith journey

The Right of Withdrawal from RE & Collective Worship

Our Academy 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/academies, 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 while doing work set by their parents which will seek to further their knowledge and understanding of their parent's 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.

Governors and senior managers 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 coexist 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.

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.

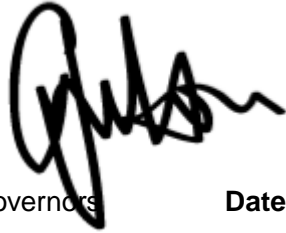
Implementation of this procedure/policy

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... November 2017

Signed...



Designation: Principal

Date... November 2017

This procedure/policy is to be reviewed by Governors during Autumn 2019