

Sandfield School Religious Education Policy

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1. School Policy

Religious education is a non-statutory subject in the curriculum. At Sandfield the school curriculum promotes pupils' spiritual, moral, social and cultural development and in particular distinguishing what is right and what is wrong.

R.E. encourages pupils to develop their sense of identity and belonging. It enables them to identify and flourish within their community. It promotes equal opportunities and enables pupils to recognise discrimination and stereotyping. It enhances pupils' awareness and understanding of religious beliefs, teaching, practises and therefore the world around them allowing them to develop sensitivity towards others.

The school's curriculum promotes self-esteem and respect for self and others. It develops awareness and understanding of different beliefs and cultures and how these influence individuals and society. The curriculum helps develop pupils into responsible and caring citizens with respect for the environment and awareness of global issues. These areas are covered across the curriculum and reflect the ethos of the school.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Sandfield is a Community school therefore we deliver RE in line with the Locally Agreed Syllabus written by the Liverpool SACRE.

2. Religious education policy

The Sandfield R.E. policy has been developed in line with Liverpool's agreed syllabus for Religious Education (which is currently being updated)

There are a number of key concepts which underpin the teaching of R.E., we hope to:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of

religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.

- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Religious Education in English schools: Non-Statutory guidance 2012 states:

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at

Each of the four levels outlined in DCSF guidance.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Learning about religion

- Investigate the impact of religion beliefs and teachings on individuals, communities and societies.
- Apply a wide range of religious vocabulary.
- Explain religious beliefs, practises and commitments
- Evaluate how religious beliefs and teachings inform answers to questions and ethical issues

Learning from religion

- Reflect on the relationship between beliefs, teachings and world issues
- Evaluate beliefs commitments and the impact on religion in the contemporary world
- Express insights into the significance and value of religion and other world views for human relationships personally, locally and globally
- Express their own beliefs and ideas

At Sandfield Park we also aim to develop pupils' confidence in themselves and develop a sense of responsibility for the environment and society. Pupils are given opportunities to be aware of the needs of others and develop a sense of personal responsibility for their own behaviour and its consequences.

It is essential that the curriculum meets the needs of our pupils and enables all pupils to develop positive attitudes to members of all religions by learning about the beliefs and traditions of the major faiths and studying role models from other faiths.

Timetable

R.E. is timetabled into discrete lessons covering approximately 5% of the timetable.

Resources and Teaching Strategies

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Students will be encouraged to discuss experiences of their own religion if they follow one.

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. These will be planned out on a long term plan.

Resources are available for teachers to take and use within their lessons. The school has a tradition of sharing materials and pooling resources to enable efficient use of materials. The community is used as a practical resource. Links with local Ministers of Religion and representatives of other faiths enhance the experiences of the pupils. Trips to their places of worship, or invitations for the leaders to come into school are encouraged. Where possible contacts will be made with people from other countries, particularly those from the developing world so that pupils become aware of the needs of others.

Collective Worship

Collective worship takes place in teaching areas or as a whole school. Acts of worship shall:-

“be wholly or mainly of a broadly Christian character (E.R.A. 7:1), and are not distinctive of any particular Christian denomination.”

Programmes to develop Acts of Worship draw upon classroom experiences, wider school activities and events that take place outside of the school. There are planned “Thoughts of the Week” which staff can develop in class worship. Throughout the year pupils will have the opportunity to enjoy the various religious festivals e.g. Harvest, Easter, Christmas etc., by learning appropriate hymns, prayers and helping to prepare a celebration.

Withdrawal from R.E. collective worship

At Sandfield School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children 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 head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Sandfield School.

Outline of the role of the R.E. Co-ordinator

The R. E. Co-ordinator will:

- take the lead in policy development and production of schemes of work designed to ensure progress and continuity in R. E. throughout the school.

- support colleagues and give help when required in their implementation of the scheme.
- monitor progress in R. E. and advise the Head teacher on the action required.
- take responsibility for the purchase and organisation of central resources for R. E.
- keep up to date with developments in R.E. and brief colleagues as necessary.
- identify staff developmental needs and arrange appropriate INSET in consultation with the Head teacher and other staff.

Outline of the role of teachers teaching R.E.

- to teach R. E. in accordance with the locally agreed syllabus for Liverpool L.E.A. and the school's policy and scheme of work to every child in his/her class.
- to record pupils progress in the subject.
- to prepare reports to parents on pupils progress.
- to liaise with pupils' class teacher when teaching pupils from another group.

Assessment and reporting

In line with the school policy on assessment and recording. It is expected that each teacher will be responsible for the regular assessment of their pupils' through marking work set.

Attainment Targets

The Liverpool Agreed Syllabus for Religious Education has two attainment targets.

Attainment Target 1 – Learning about religions

Attainment Target 2 – Learning from religions

An attainment target sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. The Liverpool RE Attainment Target consists of seven level descriptions of increasing difficulty, plus a description for exceptional performance at Level Eight. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils' performance at the end of Key Stages. They are also used for target setting.

For pupils with complex needs teachers will use P Levels and assess their pupils' abilities to learn about and learn from the relevant programme of study using B Squared.

Planning and Monitoring

All RE teachers will: -

- Plan in accordance with the Schemes of Work and the individual needs of the teaching group
- Keep records of RE plans. that they use
- Submit records to the Headteacher on a regular basis.

The Scheme of Work will be reviewed annually in consultation with RE teachers.

3. Breadth of study

At each key stage pupils will focus on developing knowledge, skills and understanding of major world faiths in the context of the seven aspects outlined below.

1. Sources of religious authority, sacred writings, traditions and leaders
2. Key beliefs and teachings
3. Key religious practices of living faith communities
4. Festivals and celebrations in the 'Faith' calendars
5. Humanity's relationship with nature
6. Human experiences, relationships and responsibilities
7. Thoughtful responses to spiritual, moral and religious issues

These will be planned out on the Long Term Plan for RE

Breadth of study for pupils with Severe and Moderate Learning Difficulties

Pupils with moderate learning difficulties will follow selected material from the appropriate key stage programme of study. Teachers will modify the programme of study accordingly.

Breadth of study for pupils with complex needs

Teachers will use the separate guidance within the 'Liverpool Agreed Syllabus for Religious Education' to enable their pupils to learn about and learn from religions in a more sensory approach.

Breadth of study at KS3 and 4

The suggested units cover the requirements of the Liverpool Agreed Syllabus in terms of content and progression. Members of staff can substitute units as appropriate for individual classes, or use suitable AQA units. Staff use their professional judgement to change lesson content according to pupils needs and ability. A comprehensive collection of lesson plans is available for the whole of key stage 3 & 4.

Awards

Teachers can decide whether pupils within their class, or their whole class can undertake a course of study to meet their individual learning needs, as well as gaining accreditation. Each of the following courses have units specifically designed

to give a range of opportunities to study one or more principle religion, culture, belief, faith or ethics.

OCR Life Skills – Entry Level 2 to Level 1

Personal Progress – Entry Level 1

RE. may not be timetabled as an individual lesson weekly, but modules will be incorporated into the whole scheme program for the above ASDAN courses.

The Wider World- Putting R.E. into context

An important part of a flexible curriculum is the ability to respond to initiatives, activities and global or national events as and when they happen and link them into R.E. lessons. These activities can be researched, planned and organised by the pupils on a class-wide or whole school wide basis and help all children learn the moral and social values of the festival from a real-life stimulus.

Examples of such, though not extensively are: fairtrade fortnight, send my friend to school, Eco Schools, Healthy Schools, Christian Aid, Water Aid, Earth Day, CAFOD, Operation Christmas Child, Red Nose Day, Children In Need, Cancer Research, Christmas Jumper Day

4. Performance indicators

Level 1

- I tell some simple religious stories.
- I know about religious life and practices
- I know some religious symbols and words.

Level 2

- I tell religious stories
- I identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion.
- I suggest meanings in religious symbols, language and stories.

Level 3

- I describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices.
- I make links between these and the ways in which religions express themselves.

Level 4

- I describe the key beliefs and teachings of the religions, connecting them with other features and making some comparisons between religions.
- I show understanding of what belonging to religions involves.

- I show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language,
- I use technical terminology.

Level 5

- I explain how some key beliefs, teachings and selected features of religious life and practices are shared by different religions.
- I explain how these make a difference to the lives of individuals and communities showing how individuals and communities use different ways to express their religion.

Level 6

- I use my knowledge and understanding of the religions studied to explain how the principal beliefs and teachings, belonging to a faith community and religious expression vary among different groupings, denominations and traditions, correctly using technical terminology.

These will be used as a guide to help assess informally pupil's achievement.