



'Individual Growth, Individual People'

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Religious Education Policy

Reviewed December 2018

RELIGIOUS EDUCATION POLICY

1 INTRODUCTION

- 1.1 The teaching of Religious Education at the Newark Orchard School is considered within this policy statement.
- 1.2 Religious Education (RE) must be provided alongside National Curriculum subjects for all pupils in full time education, including Post 16 pupils. In school, RE is also considered an essential part of the Early Years (Under 5s) curriculum.
- 1.3 Collective Worship is identified in law separately from RE, and although RE cannot involve collective worship, collective worship may involve RE and link with work in the classroom.
- 1.4 County Maintained Special Schools should comply with the LEA RE agreed syllabus where it is practical.
- 1.5 Religious Education at the Newark Orchard School will be taught according to the framework and spirit of the Nottinghamshire RE Agreed Syllabus (2015-2020), taking into account the students' development and abilities.
- 1.6 The RE curriculum will be differentiated according to the abilities of individual students. Programmes of Study for students at Key Stages 3 and 4 may be based, for example, on content from an earlier Key Stage in the Nottinghamshire RE agreed syllabus.

2 AIMS OF RELIGIOUS EDUCATION

- 2.1 The main aim of Religious Education at the Newark Orchard School is to develop spiritual, moral, social and cultural awareness by supporting students to:
 - develop a sense of self worth, awe and wonder;
 - gain knowledge and understanding of Christianity and the other principal religions represented in Britain;
 - develop an understanding of the influence of beliefs, values and traditions on individuals and groups of people;
 - develop the ability to make reasoned judgments about religious and moral issues;
 - develop a positive attitude to other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

3 RELIGIOUS EDUCATION IN THE CURRICULUM

- 3.1 The content of the Nottinghamshire Agreed Syllabus enables pupils to increase and deepen their knowledge and understanding of key concepts in RE.

The areas of enquiry and key concepts are:

- Beliefs, teaching, sources of wisdom and authority.
- Experiences and ways of living.
- Ways of expressing meaning.

- Questions of identity, diversity and belonging.
 - Questions of meaning, purpose and truth.
- 3.2 The targets of attainment are:
- Knowledge and understanding of religions and world views.
 - Expression and communication of ideas and insights about the nature, significance and impact of religions and world views.
 - Gain and deploy the skills needed to engage seriously with religions and world views.
- 3.3 At Newark Orchard School children in the Foundation Stage will be learning Religious Education through the relevant areas of the Early Years Foundation Stage profile:
- Communication and language.
 - Personal, social and emotional development.
 - Understanding the world.
 - Expressive Arts and Design.
 - Literacy.
 - Mathematics.
- 3.4 Students at Newark Orchard School aged between 5-18 will be taught using the Nottinghamshire Agreed Syllabus as a basis of study. It will enable most students to participate in spiritual and reflective activities, to make links with their own lives and the lives of others and will contribute to social development through story, music, shared experience and ritual.
- 3.5 Students with profound learning disabilities will access the RE curriculum through an experiential and sensory curriculum. It will be based on the individuality of the students and will enable them to develop an awareness of themselves, their feelings and their senses.
- 3.6 Students with emotional and behavioural disabilities will access the RE curriculum by exploring complex emotions and thoughts within the 'safe space' of school.

4 THE CURRICULUM IN ACTION

- 4.1 At Newark Orchard School, the teaching of Christianity will predominate in relation to the other principle religions (Buddhism, Hinduism, Islam, Judaism, Sikhism). Students may also study systems of non-religious beliefs, eg humanism (in accordance with the agreed syllabus).
- 4.2 The emphasis on Christianity includes its influence on British cultural heritage.
- 4.3 Religions to be studied include:
- EYFS Christianity and other faiths represented in the classroom.
 - KS1 Christianity and Judaism.
 - KS2 Christianity, Hinduism, Islam
 - KS3 Christianity, Buddhism, Islam, Sikhism.
 - KS4 & 5 Christianity and other religions as appropriate.

- 4.4 Students may study material from an earlier or later key stage, presented in an appropriate way, to enable them to make progress.
- 4.5 In addition, students will learn about festivals and celebrations from world religions and cultures, as they occur throughout the year including:
- Chinese New Year
 - Easter
 - Eid
 - Baisakhi
 - Passover
 - Rosh Hashanah
 - Yam Kippur
 - Succoth
 - Harvest Festival
 - Divali
 - Guru Nanak's birthday
 - Hanukkah
 - Advent
 - Christmas
- 4.6 When studying RE, the students will:
- Know about and understand a range of religions and world views.
 - Express ideas and insights about the nature, significance and impact of religions and world views.
 - Gain and deploy the skills needed to engage seriously with religions and world views.

5 RE AND RESPECT FOR ALL, COMMUNITY COHESION AND BRITISH VALUES

- At Newark Orchard School, students are supported to respect others and celebrate diversity.
- The teaching of RE will provide opportunities to develop knowledge about religion and belief in relation to values.

6 PLANNING

- 5.1 Planning in Religious Education is the responsibility of the class teacher.
- 5.2 The RE Coordinator can provide advice and support, if required.
- 5.3 Planning for RE should be *placed on the oneDrive* with other subject planning. *Feedback will be provided by the RE Coordinator.*

7 REPORTING

- 7.1 Pupil's experiences in Religious Education are reported to parents/carers in the End of Year Report to parents.
- 7.2 Parents/carers have the opportunity to discuss each subject with the pupil's teacher and a member of the Senior Management Team at the Annual EHCP meeting.

8 PARENTS AND THE COMMUNITY

- 8.1 Parents have a right to withdraw their child from RE lessons, but it is hoped that as few as possible will do so after discussions with the Head Teacher and the RE coordinator.
- 8.2 Students will be taken to visit local and out of town places of worship, as appropriate.
- 8.3 Parents and visitors will be invited to talk to students about their religion, denomination or culture, as appropriate.
- 8.4 The teaching of RE will support the aim of community cohesion, challenging stereotypical views and appreciating difference positively.

9 INSET AND SUPPORT

- 9.1 All staff who are involved in the teaching of RE are encouraged to evaluate its teaching.
- 9.2 The RE Coordinator is available to give help and support to all staff involved in the teaching of RE.
- 9.3 Staff are able to attend relevant and appropriate training. They can access training via the usual process.

10 RESOURCES

- 10.1 RE resources are held *in one place on the London Road site. These resources can be made available to classes at Town site and in the Hub. By keeping the resources in one central place means it is easier to track the whereabouts of the different items.*

11 THE ROLE OF THE SUBJECT COORDINATOR

- 11.1 *To monitor planning. To give feedback and support to individual staff.*
- 11.2 *To produce a subject action plan.*
- 11.3 *To provide a curriculum overview.*
- 11.4 *To manage RE resources, identifying needs for different units of work.*
- 11.5 *To provide support and advice as needed.*

APPENDIX 1

The Legal Basis of Religious Education

Religious Education (RE) must be taught to all pupils in full time education, including Post 16.

County maintained special schools should comply with the agreed syllabus where it is practicable.

An LEA agreed syllabus is required to reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions (Buddhism, Hinduism, Islam, Judaism and Sikhism).

As a whole and at each Key Stage, the relative content devoted to Christianity should predominate.

SACRE and the Agreed Syllabus conference suggest minimum of 5% of curriculum time, although QCA has since made no prescriptive indicator. An appropriate allocation will be ensured for all phases.

Study of Christianity is essential for all pupils if they are to understand the history, literature, political and social development of Great Britain.

Study of other religions is essential to understand and be sensitive to the culture and experience of their neighbours, friends and the wider world.

APPENDIX 2

The Aim of RE in Nottinghamshire

The curriculum for religious education aims to ensure that all pupils:

- A Know about and understand a range of religions and world views so that they can:
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities.
 - Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom* found in religions and world views.
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
 - Appreciate and appraise varied dimensions of religion.**
- C Gain and deploy the skills needed to engage seriously with religions and world views, so they can:
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - Enquire into what enables different communities to live together respectfully for the wellbeing of all.
 - Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

'RE provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning'

*The sources of wisdom found in religions and world views will include the teachings of some key leaders, key texts and key thinkers from different traditions and communities. Examples are many, but could include the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak, Charles Darwin, the Bible, the Torah or the Bhagavad Gita. Other sources of wisdom might come from the contemporary world.

**The RE Programme of Study usually refers to 'religions and world views' to describe the field of enquiry. Here, however, the aim is to consider religion itself, as a phenomenon which has both positive and negative features and is open to many interpretations: in this aspect of the

aims, pupils are to engage with religion, not merely with individual examples of religions or world views.