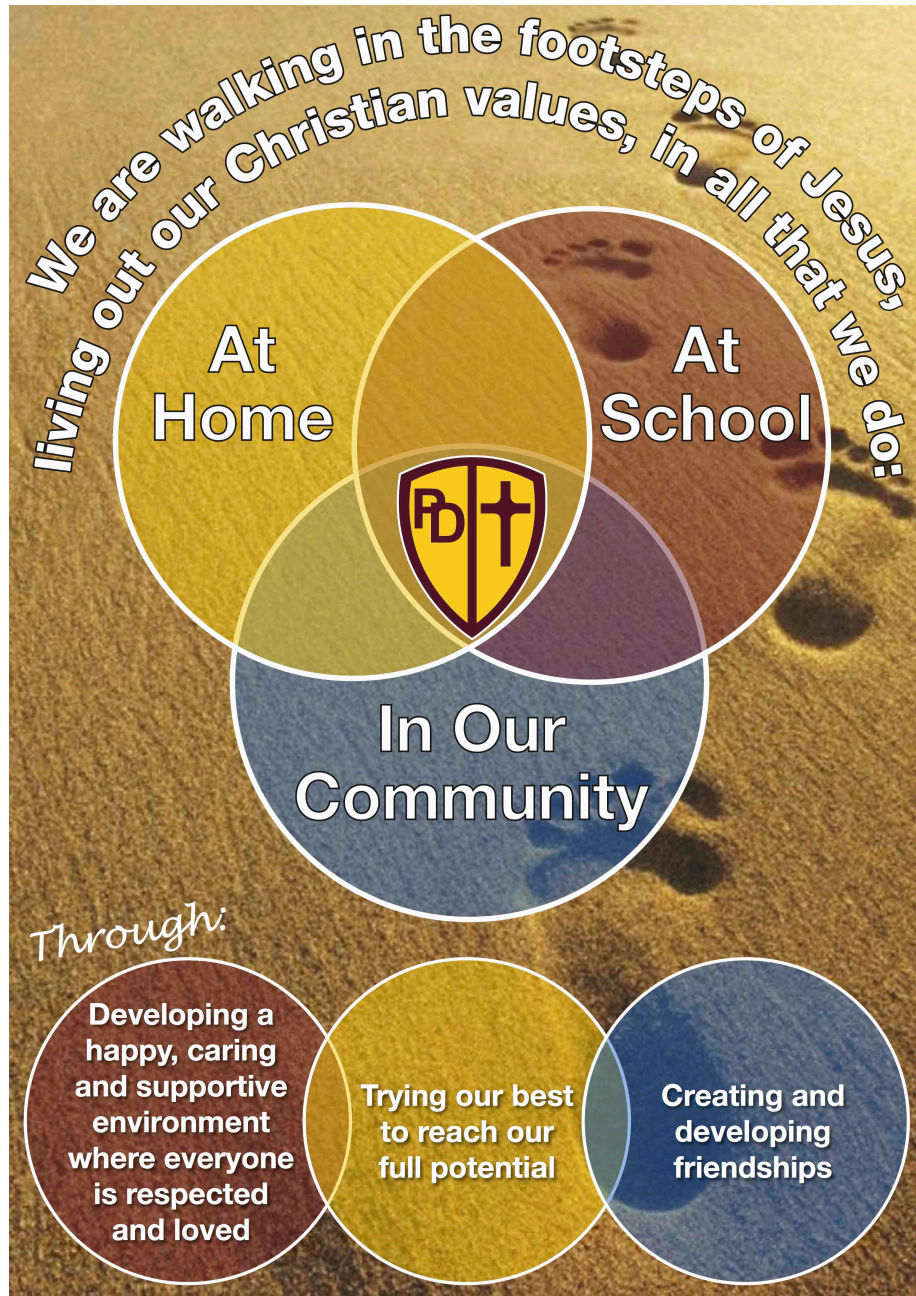


Parbold Douglas Church of England Academy

*Christo et Doctrinae
For Christ and Learning*



Religious Education Policy

REVIEW DATE: 2017

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'.

Parbold Douglas is a Church of England Academy therefore the provision of RE must be in accordance with the Trust Deed of the Academy. The Governors in consultation with the Principal have decided, following advice from the diocese, to adopt the Agreed Syllabus from the Diocese.

In Religious Education at Parbold Douglas Church of England Academy we aim that Religious Education will:

- **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, which encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery**

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 (AT1) and from religions and beliefs (AT2), 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

Religious Education 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

Religious Education makes an important contribution to our Academy'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:

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 Academy 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.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive ethos that champions democratic values and human rights.

RE is an important subject in contribution to the Academy's development as a Rights Respecting School.

Approaches to Teaching Religious Education

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 diocese agreed syllabuses 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.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Religious Education at Parbold Douglas Church of England Academy is planned alongside the Diocesan approved Scheme of Work. As a source of ideas and teaching strategies we also make use of relevant locally agreed resources. Planning involves the Senior Leadership Team, RE Leader and Children.

Assessment, Monitoring and Evaluation

Assessment and Recording of RE

In line with the Academy policy on assessment and recording it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. For each unit taught pupils will complete an agreed assessment task that will form part of his or her work done in RE. The class teacher on a separate pro forma will record the level achieved by each pupil. The level achieved will be used by the RE leader to track pupil progress through the Academy and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

Arrangements for monitoring standards of teaching and learning in RE

The Principal has overall responsibility for monitoring and evaluation.

The Principal, Leadership team and Governors ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution to developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- RE is resourced, staffed and timetabled so that the Academy can fulfil its legal obligations on RE and pupils can make good progress

The RE Leader will:

- assist the Principal by monitoring Long Term and Medium Term plans.
- monitor RE within the Academy through analysis of assessment data, pupil conferences, planning and work scrutinies.
- be responsible for contributing to the Church Academy self evaluation process.
- keep a file of examples of work to demonstrate continuity and progression.
- manage resources.
- endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- be aware of staff development needs and encourage continuing professional development.
- facilitate the sharing of good practice.
- be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

The Right of Withdrawal from Religious Education

At Parbold Douglas Church of England Academy we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from 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 Principal to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Parbold Douglas Church of England Academy.

Managing the Right of Withdrawal

- The Academy will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of the learning objectives of RE and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The Academy may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the Academy.