



Religious Education Policy

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments, our target setting and approach to grading.

Date of last review:	July 2020	Author:	Peter Haylock
Date of next review:	July 2021	Owner:	ARK BDA
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	LGB 09/19
School:	Ark BDA	Key Contact Name:	Sarah Weeks

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Culture and ethos

At Ark Burlington Danes Academy our RE curriculum is linked to our Christian Vision which is:

“I have come that you may have life, and have it in all its fullness.”

John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Ark Burlington Danes Academy is a Church of England Voluntary Aided School therefore we deliver RE in line with the London Diocesan Board for Schools Syllabus. & Living Difference London Borough of Hammersmith and Fulham Agreed Syllabus for Religious Education. (2014)

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’

BDA is partly governed by the London Diocese as a Church of England School and therefore has placed RE at the centre of its curriculum giving it the status of a core subject. The students at BDA naturally gravitate towards wanting to learn about and from religion since many of their backgrounds are religious, predominating from the Christian and Muslim faiths. The Religious Education Faculty takes advantage of this and externally assesses students who consistently achieve excellent results; however, the purpose of teaching RE at BDA goes beyond academic skills and seeks to raise the Christian ethos across the Academy whilst exploring other faiths in the process.

Ark Burlington Danes Academy is a Church of England Academy therefore RE is provided from Key Stages 3-5. The intent of our curriculum is to enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents. To develop understanding of religious faith as the search for and expression of truth. To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs

As a Church of England High School, Religious Education will play a vital role in everyday school life. Our aim is to provide all pupils with a forum for discussion and debate on a range of religious matters, whatever their personal opinions or background. RE will inform and educate pupils on the key beliefs and teachings of the six major world religions, whilst also provoking challenging questions about meaning and purpose in life, ultimate reality, issues of right and wrong and what it means to be human.

In RE, students learn about religions and worldviews in local, national and global contexts. They discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in

response, and to agree or disagree respectfully.

The contribution RE makes to other curriculum aims in particular to SMSC, promotion of the schools Christian values and the promotion of ‘British Values’

Spiritual, moral, social and cultural development SMSC 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.

The school’s Christian values RE should contribute to the promotion of the school’s distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences. Burlington Danes Academy is proud of its Church of England status and throughout all key stages we promote the Christian ethos and values whilst engaging with all other world religions, spiritualities and worldviews.

We lead students to live out our Christian values by:

- **Aiming high:** all pupils are challenged to explore a range of stimulating and difficult topics and ideas from Y7 to Y13. They are taught to delve into a space of critical thinking where they can express well-balanced opinions, rooted in excellent subject knowledge and understanding about different worldviews.
- **Being brave:** we encourage all pupils to confront controversial ideas and events; discussing them openly and frankly to explore beliefs, practices and ideas which can be controversial. Pupils explore the complex ways in which religions, denominations, communities and societies are linked, and to appreciate the diversity of all people’s faiths and backgrounds.
- **Keep learning:** reflecting on pupils’ progress is a core tenet of the religious education curriculum at BDA. Pupils regularly and methodically revisit core knowledge and skills in order to ensure that they all have mastery over the build
- **Be kind:** all students are aware that all topics, conversations and opinions are to be expressed sensitively. All are to responsibly treat others with respect.

Respect for All & Global Learning RE makes an important contribution to a school’s responsibility to promote respect for all & global learning. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

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 in particular local churches.

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.

The promotion of ‘British Values’ RE provides opportunities to promote the ‘British Values’ of democracy, the rule of law, individual liberty & mutual respect. (See Nottinghamshire Agreed Syllabus for RE 2015 ‘Religious Education for All’ and the supporting document ‘Guidance for delivering Religious Education in church schools’)

Approaches to teaching RE

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 the locally agreed syllabus and diocesan materials 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

How RE is organised

Early Years:

Children in reception learn about people and places in the world as part of the EYFS curriculum. The online tracker EExAT allows for both school and families at home to upload accounts of students’ participation in different religious customs as well as their articulation when learning about the lived experiences of others. In addition, students in reception have a weekly RE lesson linking to units from Diocese of London agreed syllabus which is taught through discussion, story, the use of artefacts and moving images. There is no formal recording in EYFS.

KS1:

Children in Years 1 and 2 have a weekly RE lesson. They follow the Diocese of London Agreed syllabus. In year 1, students begin formal recording in RE books after Easter; year 2 pupils develop their understanding through a range of collaborative learning styles but will record RE learning in their book every third week in Autumn term and at least twice a month by the summer term.

KS2:

Students in KS2 are more than ready to write about their RE learning but are still encouraged to write for different purposes: notes, debates, persuasive writing, recounts, nonchronological reports etc within a RE lesson. KS2 RE learning will be recorded in RE books at least every

other lesson.

See appendix: Primary RE Units of work

All primary phases year R – year 6: Classes have an online reflection log which forms a part of the life of the class and the reflection on themes from RE and assemblies.

KS3:

Throughout years 7-9 we provide a curriculum that has a balanced representation of different world religions. In Year 7 students look at world religions in depth, often through historical narratives which can be applied to modern day living. Students are immersed in a Judeo-Christian historical exploration after learning the key skills needed to be a good theologian and finishing the year learning how to be independent and critical thinkers using philosophy as a platform. We believe that these challenging and ‘higher’ skills are necessary at a young age for an excellent foundation later on.

In Year 8 students build upon their understanding of the how Christian values can impact social justice by looking at Moral Exemplars such as Martin Luther King and Malcolm X and then finish of looking at the Eastern religions such as Hinduism, Buddhism and Sikhism. This will give students the opportunity to have studied all major faiths within their first two years before preparing for GCSEs. Christianity is interspersed throughout the Key Stage 3 curriculum looking at Jesus, Christmas, Easter, Pilgrimage and the Sacraments.

Year 9 students begin studying Islam beliefs and practices in preparation for their GCSEs which they will revisit and be examined on at the end of year 11, accounting for 25% of their GCSE grade.

Ks4:

In Year 10, students study Christianity beliefs and practices. Year 11 students will study religious perspectives on philosophical, ethical and moral issues. Thus, the content learnt from year 9 to year 11 will make up three separate examinations leading to a full GCSE qualification taken at the end of Year 11. Students develop key skills in writing to time with a focus on explanation and evaluation. The results have consistently been of the highest in the academy, with staff who structure and scaffold work tailored for the appropriate set they teach.

Assessment and Recording of RE

In line with the school policy on assessment and recording students are monitored and have the opportunity to move between sets within two groups (sets 1-3 and sets 4-7) according to their end of term assessments. Homework is set regularly and encourages students to consider the wider implications of subject content taught in class.

Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation

The co-ordinator will monitor RE within the school through analysis of assessment data and

ensuring

The co-ordinator is responsible for contributing to the Church school self evaluation process by regularly monitoring provision in the school. They monitor teaching and learning, conduct book reviews, oversee outcomes and analysis thereof.

Responsibilities for RE within the school, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher make sure 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 newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

The right of Withdrawal from RE

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. Any parent who wishes to withdraw their child should arrange to meet with the Principal and discuss their concerns.

At Ark Burlington Danes 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 occasions, 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 Ark Burlington Danes Academy.

Managing the right of withdrawal

The school 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 its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

10. Date of policy review: