



Chadsgrove School Religious Education Policy September 2019

Policy No: 18

This policy is reviewed annually by the governing body and was last reviewed in: 03/10/2019

Next Review Date: September 2021

RE Policy – Contents

	Page
1. Introduction	3
2. Purpose	3
3. Aims	3
4. Wider School Aims/Ethos	3
5. Consultation	4
6. Sources and References	4
7. Roles and Responsibilities	4
8. Planning	4
9. Teaching	4
10. Organisation	4
11. Training/CPD	5
12. Equal Opportunities	5
13. Health and Safety	5
14. Including Parents	5
15. Resources	5
16. Assessment and Moderation	5
17. Monitoring and Evaluation	6
18. Linked Policies	6
19. Assessment and Review	6

1. Introduction

1.1. 'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to 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.'

(Worcestershire Agreed Syllabus for Religious Education, 2015)

1.2. The legal requirements for the teaching of Religious Education (RE) is as follows:

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes)
- Special schools should ensure that every pupil receives RE 'as far as is practicable'
- RE is locally determined, not nationally:
 - A locally agreed syllabus is a statutory syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority.
 - Maintained schools without a religious character should follow the locally agreed syllabus
- All maintained schools must provide daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.
- Collective worship in county schools and equivalent grant-maintained schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.
- The parental right of withdrawal from RE and collective worship and the safeguards for teachers remain (cf. Circular number 1/94 Religious Education and Collective Worship, DfE)

2. Purpose

2.1. The purpose of this policy is to outline the nature of RE delivered to pupils at Chadsgrove School.

3. Aim(s)

3.1. This policy has the following aims:

- **For pupils with Profound and Multiple Learning Difficulties (PMLD):**
To ensure that pupils will have access to rich experiences of religion and spirituality, including calm and peaceful space in which they may be able to develop awareness of themselves, their feelings, their emotions and their senses
- **For pupils with Severe Learning Difficulties (SLD):**
That religious and spiritual experiences will contribute to pupils' social development through story, music, shared experience and ritual, enabling pupils to develop their relationships with other people and their understanding of other people's needs
- **For pupils with moderate learning difficulties (MLD):**
That RE will provide pupils with insights into the world of religion and human experience, including opportunities for pupils to participate in spiritual or reflective activity, which will enable pupils to make links with their own lives

4. Wider school aims/ethos

4.1. This policy supports our school aim of 'RE lessons meeting statutory requirements and supporting spiritual and moral development' (Chadsgrove School Self Evaluation Form)

5. Consultation

5.1. This policy was written by Melanie Bullivant, RE Leader, in consultation with:

- Deb Rattley (Head Teacher)
- Teaching staff
- Governors

6. Sources and References

6.1. The following sources and references have been used to support the development of this policy:

- Worcestershire Agreed Syllabus for Religious Education (RE Today Services, 2015)
- Religious Education in English schools: Non-statutory guidance 2010 (Department for Education, 2010)
- The Education [Special Educational Needs] [England] [Consolidation] [Amendment] Regulations 2006 Regulation 5A
- School Standards and Framework Act 1998 S71 (3)
- Circular number 1/94: Religious Education and Collective Worship (Department for Education, 1994)

7. Roles and Responsibilities

7.1. The following groups of people will be involved in implementing this policy:

- **Governors** are responsible for reviewing this policy annually, and meeting with the RE Leader where necessary to discuss subject strengths and areas for development
- The **Head Teacher** is responsible for monitoring the work of the RE Leader, through the Performance Management cycle
- The **RE Leader** is responsible for providing Long Term Planning, monitoring Medium Term Planning within the department and ensuring adequate resources are available to support teaching and learning
- **Class teachers** are responsible for producing Medium Term Planning and implementing this in their classes
- **Teaching Assistants** are responsible for supporting pupils' learning, by following the guidance of class teachers

8. Planning

8.1. The RE curriculum is delivered through the Long Term Plan, which contains the Programmes of Study of the Worcestershire Agreed Syllabus for RE set out in Key Stages. The Programmes of Study identified for each key stage are appropriately differentiated in order to reflect the needs and abilities of pupils with PMLD, SLD and MLD.

8.2. Medium Term Plans are produced termly, which detail the intended learning outcomes (Curriculum Intent) and activities (Curriculum Implementation) planned by those teaching RE, as well as identifying assessment opportunities for pupils (Impact).

9. Teaching

9.1. At Chadsgrove School, the majority of pupils have a discreet RE lesson each week, focussing specifically on the curriculum detailed in the Long Term Plan. Pupils may also access RE through a thematic approach, incorporating the learning which is appropriate to their needs. This also includes participating in our 'Festival of the Month' initiative, our Multi Faith and Culture Curriculum days and other special assemblies and events.

10. Organisation

10.1. The majority of classes have a clearly timetabled RE lesson each week. The nature and organisation of these lessons depends upon the age and ability of the pupils, as RE is highly differentiated and personalised so that all pupils can access their lessons appropriately.

10.2. Some classes in Lower School are taught RE by their class teachers, whilst some classes in Upper School learn RE as part of their Humanities lessons, sometimes working towards gaining accreditations including the WJEC Humanities Entry Level qualification.

- 10.3. All classes of pupils with PMLD access RE in their class groups, including having access to relevant sensory experiences.
- 10.4. Pupils at Chadsgrove School have the opportunity for daily acts of Collective Worship, including 'Grace After Meals', as a whole school community each lunch time, during daily 'Reflection Time' in classes and during weekly assemblies.

11. Training/ CPD

- 11.1. Internal and external training opportunities are offered to all staff, in order to develop their expertise in teaching and supporting pupils. The impact of this is that pupils experience a rich diverse curriculum resulting in improved outcomes. The Senior Leadership Team ensure good practice is disseminated and staff skills enhanced.
- 11.2. The RE Leader attends INSET days provided by Worcestershire SACRE and RE Today, including those specifically designed for Special Schools.

12. Equal Opportunities

- 12.1. Chadsgrove School seeks to create a supportive environment which is free from discrimination and which encourages all pupils and staff to participate fully in the life of the school. As such:
 - The school curriculum is broad, balanced and relevant to all pupils
 - Varied teaching styles are incorporated to suit pupils' learning styles
 - Discrimination or stereotyping is challenged in all areas of the curriculum

13. Health and Safety

- 13.1. In addition to the general health and safety practices of the school, the following policies may be particularly pertinent with regard to the teaching of RE:
 - Minibus Use and Passenger Safety (Policy Number 46)
 - Educational Trips and Residential Visits (Policy Number 53)

14. Including Parents

- 14.1. Chadsgrove School recognises that parents have the right to withdraw their child from RE lessons and/or acts of Collective Worship. This Policy, as well as the RE Long Term Plan is available to all parents on request. Parents are also informed of the content of the RE that will be taught to their child through termly Curriculum Newsletters, which outline the learning that is to take place each term.

15. Resources:

- 15.1. Appropriate resources for the teaching of RE are stored in the school's Resource cupboard, in a clearly defined RE section. Resources include:
 - Religious texts
 - Artefact boxes for each of the main world religions
 - Information books for pupils, differentiated according to age and ability
 - Teaching books, with ideas for lesson activities etc
 - Books to aid with leading Collective Worship
 - DVDs

16. Assessment and Moderation

- 16.1. At Chadsgrove School, pupils' experiences in RE may not always involve formal assessment. Rather, pupils' responses are considered to be valuable means of showing their engagement with religious and spiritual learning. This approach to assessment in RE for pupils in special schools is supported by SACRE and incorporated into the Worcestershire Agreed Syllabus (Anne Krisman, Special RE, 2015). These moments may be captured in pupils' written work, Learning Journeys or MAPP files, depending on which class they are in and how they are engaging with RE.

- 16.2. For those classes to whom it is appropriate, outcomes for the end of each Key Stage, as outlined in the Worcestershire Agreed Syllabus, are detailed in the RE Long Term Plan.

17. Monitoring and evaluation

- 17.1. Class teachers' Medium Term Plans are monitored by the RE Leader. Evidence of this monitoring is recorded and stored in the RE Curriculum Leader's File.
- 17.2. Work scrutiny is carried out by the RE Curriculum Leader. Evidence of this is recorded and stored in the RE Curriculum Leader's File

18. Linked policies

- 18.1. The RE Policy should be read in conjunction with the following policies:
- Marking and Feedback (Policy Number 98)
 - Monitoring and Evaluation of Teaching and Subject Co-Ordination (Policy Number 72)
 - Assessment, Recording and Reporting (Policy Number 43)

19. Monitoring and Review

- 19.1. This Policy is reviewed on an annual basis by the RE Curriculum Leader and Governing Body.
- 19.2. The policy was written in September 2019 and will be reviewed in September 2020.