



Khalsa Secondary Academy

KHALSA SECONDARY ACADEMY POLICIES

Religious Education Policy (L20)

DATE APPROVED:	2015
DATE FOR REVIEW:	2017
APPROVED BY:	GOVERNING BODY

We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic), Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self)

BACKGROUND

Section 78 of the Education Act 2002 requires all maintained schools to provide a broad and balanced curriculum. This includes the teaching of religious education (RE) in all schools. Academies and free schools are required, through their funding agreements, to teach RE.

This policy should be read in conjunction with the guidance document from the DFE: 'Religious education in English schools: non-statutory guidance 2010' and the Academy's Collective Worship policy.

INTRODUCTION

Religious education (RE) is a compulsory subject and forms part of the national curriculum. In all maintained schools, RE must be taught according to either the locally agreed syllabus or in accordance with the school's designated religion or religious denomination, or in certain cases the trust deed relating to the school.

At Khalsa Secondary Academy we provide RE for all pupils registered at the school. Although there is no statutory time allocation, we aim to devote approximately 5% of the curriculum timetable to the teaching and learning of RE and try to incorporate strong links with the wider curriculum. The scheme of work for RE includes the requirements of the agreed syllabus. This is reflected in the long term curriculum plan for the school. RE is taught in half-termly units in a combination of religion-based and thematic topics.

VALUES AND AIMS

At Khalsa Secondary Academy we believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of

the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE at our Academy aims to enable students of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
4. Enhance their own **spiritual, moral, social and cultural** development by:
 - a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - b. responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
 - c. reflecting on their own beliefs, values and experiences in the light of their study;
 - d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

OBJECTIVES

Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion;

- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.

Learning from Religion

- Respond to religious and moral issues in an informed and considered manner;
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- Identify and respond to the question of meaning within religion.

Teaching

We believe that teaching the programmes of study should contribute to students' knowledge and understanding and provide opportunities for reflection on six key areas:

- **Beliefs and teachings** - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- **Human identity, personality and experience** - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- **Values and commitments** - e.g. values, ethics, principles, rules, morality.

At Khalsa Secondary Academy the teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this Academy.

The Academy ensures that the quality of RE teaching in our school is continually improved by making provision for continuing professional development (CPD) for our RE teachers when requested. For example, this could be by exploring the most effective ways of teaching RE in the context of revisions to the wider curriculum, and monitoring carefully the impact of any changes on pupils' achievement to ensure effective progression between KS3 and KS4.

Cross curricular links

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and students will develop

a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Students' skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Our RE teaching specifically draws on the following:

1. Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith;
2. Role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters;
3. Artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge;
4. Parents, by valuing the family backgrounds of the children and making them part of the school community.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

ASSESSMENT, RECORDING AND REPORTING

In addition to knowledge and understanding, pupils are assessed in the areas of skill development:

Thinking.

Researching.

Evaluating.

Reflecting.

Empathising.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their students' achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this Academy we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

As a staff we have undertaken moderation exercises to ensure that we are familiar with the statements and what they mean in the context of a pupil's work. Sometimes work in RE contributes to assessment in other curriculum areas such as literacy or art.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

MONITORING AND EVALUATION

The responsibility for quality assuring content and delivery of the programme of religious education rests with the Principal and the RE Curriculum Lead. The policy will be promoted and implemented throughout the school. The school will assess its implementation and effectiveness.

REVIEW

The efficacy of the policy will be discussed annually as part of the governors' rolling programme of reviews.