



# Kings Meadow School

Believe and Achieve



## Religious Education Policy

Created: June 2018

Next review: June 2019

Date: \_\_\_\_\_

\_\_\_\_\_  
Chair of Governors

### Our Beliefs

At Kings Meadow School we strive to ensure that our pupils are equipped with the skills necessary to understand and succeed in the world around them. In fact within Northampton alone there is great diversity with representation from seven different faiths (Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhist and Baha' i). Therefore we try to ensure, through our Religious Education curriculum, that our pupils acquire a better understanding of the pluralistic world we live in today so that they can feel confident, comfortable and respectful when engaging with people in the wider community who may have a different nationality, culture or faith to their own.

### Legal Requirements

The following information is taken from *The Agreed Syllabus for Religious Education in Northamptonshire* (2018).

- Every state-funded school must offer a curriculum which is balanced and broadly based, and which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils, and
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online. 'The national curriculum in England: Framework document', September 2013, p.4
  
- All maintained schools must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.
  
- RE is taught in accordance with the local Agreed Syllabus; the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain' (*The Agreed Syllabus for Religious Education in Northamptonshire*, 2018); RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding: any person over compulsory school age who is receiving part-time education.

- RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils.
- In Special Schools there is no recommended time allocation for RE but it should be part of the main curriculum.

RE:Online (2018) also states that:-

- All parents have the right to withdraw their child from all RE lessons or part of RE lessons.

As a special school, Kings Meadow School, complies with these requirements ensuring that every pupil receives religious education as far as it is practicable.

**It is also good practice for special schools to:**

- Take into account the pupils’ special educational needs and plan the curriculum accordingly.
- Adapt the RE Curriculum in a way that suits pupils needs e.g. choosing content from below the actual age group of the learners, selecting aspects relevant to their own lives or other areas of learning and ensuring sensory learning strategies are implemented as opposed to discussions or written tasks where appropriate.

**Key aims**

At Kings Meadow School our ultimate aim is to enable our pupils to acquire the skills they will need in order to understand and thrive in the wider world. In order to achieve this we ensure our RE curriculum encompasses the following:-

- Opportunities to develop self-confidence and awareness
- Understanding of the world we live in as individuals and as members of groups
- Chances to bring our own experiences and understanding of life into the classroom
- Opportunities to develop positive attitudes towards others, respecting their beliefs and experience
- Time to reflect on and consider our own values and those of others
- Time to deal with issues that form the basis for personal choices and behaviour.

**Teaching and Learning**

In line with the *Agreed Syllabus for Religious Education for Northamptonshire (p7,2018)* we plan RE according to the following statutory criteria:-

**Teaching (statutory)**

	<b>What to teach</b>	<b>Approach</b>
<b>EYFS</b>	Will follow EYFS framework.	
<b>KS1</b>	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions
<b>KS2</b>	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.

Throughout the RE curriculum we also ensure pupils are encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

Furthermore we consider the key skills outlined within the two attainment targets when planning units of RE.

Naomi Hansard June 2018

### **AT1 – Learning about religion and belief**

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

### **AT2 – Learning from religion and belief**

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

### ***Improving access to the Religious Education Curriculum***

Given the needs of our pupils and the difficulties posed by discussing the many abstract ideas within the RE curriculum we do the following:-

- Carefully select elements of the RE curriculum to match the needs of our pupils by firstly selecting units to suit their developmental rather than chronological age and secondly by choosing activities which our learners respond to e.g. cooking, construction, role play and arts and crafts.
- Place tricky concepts into meaningful contexts for the pupils by linking them to known experiences or integrating themes into the school's rolling programme of topics. For example when learning about the symbol of light in Christianity, we will provide opportunities for pupils to explore being in the light and the dark and reflect on how it made them feel.
- Have key resources available for pupils to touch.
- Recognise the spiritual, moral, social and cultural education and Fundamental British Values across the curriculum by emphasizing them through whole school assemblies and referring to them as general practice across the whole school.
- Plan and deliver assemblies and theme days as a means of introducing, celebrating and immersing pupils in key festivals and to promote spiritual, moral, social and cultural education through creative and visual means.
- Organise where possible visits and visitors in order to further enhance the learning experiences of our pupils.
- Use sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden to enable pupils to access learning in the way that best suits their needs.

### ***Lessons***

At Kings Meadow we have a continuous provision approach to all teaching and learning and so RE lessons may take place in the following ways:-

- Whole class learning with the teacher leading an activity and additional adults supporting pupils.
- 1:1 learning with the teacher working with one pupil at a time whilst other pupils attend to other class learning activities.
- Immersion activities or 'learning through play'
- Carousel learning in which pupils complete different activities led by adults around the room.

### ***Differentiation***

At Kings Meadow we strive to make sure learning is as personalized as possible by:-

- Deciding whether the learner would benefit most from whole class, small group, individual or play-based learning.
- Selecting the most appropriate activity

- Ensuring learners have access to the resources they require
- Matching the objective and activity to the learner's ability
- Providing support and challenge as needed.

### **Evidence**

Core RE learning is evidenced within our Learning Journey books which are A4 in size and have plain paper inside. Teachers often use worksheets to provide differentiated frameworks for pupils to complete their learning on. Additional RE learning may be found alongside any core learning within the same book. e.g. if a pupil decides to make an Easter garden in the outside area this may be photographed and annotated within the learning journey as a reflection of child-led learning.

All learning is to be marked in line with the marking policy. (See marking and feedback policy for more details).

### **Assessment**

Teachers use ongoing assessments to inform their planning and the next steps in pupils' learning.

Teachers are expected to input assessment information onto Classroom Monitor on an ongoing basis with a minimum expectation that assessment information for Foundation subjects is up to date at the end of every big term.

In turn this assessment information and evidence in books will be used to make final judgements according to the *8 Level Scale of Expectations in RE* (Schedules for Measuring Assessment).

In addition the Standing Advisory Council on Religious Education (SACRE) continues to require schools to complete and submit a summary of end of Key Stage data at the end of Key Stages 1 and 2 to inform the SACRE Annual Report for the LA and DFE. The form for collection of this data is sent to schools by the SACRE and the local authority annually during the summer term.

### **Monitoring and Evaluation**

The schools provision for RE is monitored and evaluated by the Curriculum Manager/ RE subject leader in accordance with the whole school Assessment and Monitoring Calendar through the form of learning walks, lesson observations and planning and book scrutinies.

### **Withdrawal from RE**

Kings Meadow is an inclusive school and so we aim to enable all pupils to access all learning. We do however recognize the right of parents/carers to withdraw their children from religious education (RE) lessons is set out in section 71(1) of the School Standards and Framework Act 1998, in paragraph 1.

*A parent of a pupil at a maintained school can request that their child is wholly or partly excused from:*

- *Receiving RE given in the school in accordance with the school's basic curriculum*
- *Attendance at religious worship in the school*

We also understand that a parent may therefore withdraw their child from attending an excursion to a religious place of worship. In order to respect these wishes we will ensure the following: -

- Parents/ carers have given permission prior to visits to religious places of worship
- Parents/ carers who wish to remove their child from RE, are invited to talk with the Head Teacher or Curriculum Manager in order to ensure that we gain a full understanding of their wishes and to determine the alternative learning the pupil will require instead of RE.



*Great Easter Garden Aston! You were able to retell the key parts of the Easter story using your garden.*

## **Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory requirements as well as how the school's own RE curriculum meets these requirements.
- Holding school leaders to account for ensuring pupils receive the RE entitlement.

### **Headteacher and Curriculum Manager**

The Headteacher and Curriculum Manager are responsible for:

- Ensuring that the policy is adhered to
- Monitoring the delivery of the RE curriculum
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors the impact of our RE curriculum on pupil progress and attainment.

### **Teachers**

Teachers are responsible for following the guidelines stated in this policy.

## **Links with other policies and documents**

This RE policy is linked to:

- Teaching and Learning policy
- Assessment and Monitoring calendar
- Marking and Feedback Policy