

Oak Field School Policy for Religious Education

Date of Policy: May 2019

Philosophy

- A broad and enriched curriculum that contributes to all students' education and provides insight which can be shared.
- A curriculum that is broad enough to meet all students' needs and also meets the needs of the school.
- The policy should be enhanced by a multi-cultural approach as is outlined in the 'Equal Opportunities Policy'
- Due regard should be given to gender issues both in the delivery and content of the curriculum, as outlined in the 'Equal Opportunities Policy'. It should be inclusive and acceptable to all, enabling all to contribute and gain from it.
- The delivery of R.E. should incorporate a cross-curricular approach.
- In the delivery of the R.E. curriculum, due regard should be given to parents, family and the wider community.

Aims

- The aim of the Oak Field School is to give experience of and encourage an understanding of religious and moral experiences and beliefs in a way that is appropriate to each student's level of development. To stimulate and encourage learning, the materials used should be exciting, interesting and presented in many ways to form an essential part of all subjects in the curriculum.
- Religious Education should begin with the students own experiences of themselves, of the world and their relationships with others and be presented in a way that is meaningful to them.
- R.E. Should be an integral part of the whole school curriculum and aim to explore the aspects of spiritual, moral, social and cultural development (SMSCD), making a distinctive contribution to the students' education. Detailed opportunities for SMSCD within the R.E. curriculum are outlined in the LEA's Handbook to the Agreed Syllabus.
- Whilst R.E. is to be planned in a structured way, some issues will be dealt with as they naturally arise such as birthdays, festivals, new babies and deaths. Students have a programme of study for the whole class that is informed by their individual aims. Each programme of study reflects each student's development, with the age and maturity being a consideration.
- R.E. Is taught through a variety of mediums, such as, music, dance, drama, art, stories, ICT, videos, the use of artefacts and visits.
- It is important that students' grow up with an understanding and respect for faiths other than their own. A calendar of festivals and celebrations is used across the year, to give the students a sense of yearly patterns of events.

Strategies for putting policy into practice

Staff will be given copies of the policy and informed of the strategies and methods laid out in this document. Staff will be informed of the monitoring process and question and concerns will be addressed by the Religious Education Co-ordinator

Roles and Responsibilities

The nature of Religious Education / The requirements of the education reform act 1988.

The law states that the Religious Education syllabus must reflect the religious traditions of Great Britain. In main this is Christian, however, teachings and practices of other principle religions must be taken into account. The other principle religions are Buddhism, Hinduism, Islam, Judaism and Sikhism. As a whole and at each key stage, the relative content devoted to Christianity should predominate and the balance between the other principle religions should take into account the national and local position, the school position and the wishes of parents. The syllabus is non-denominational and it is not designed to convert pupils, or urge a particular religious belief on pupils.

Each student must receive an education that is balanced and broad, promote their spiritual, moral, social and cultural development and also prepare them for adult life. The school adapts the LEA's agreed syllabus, which is set out as follows:

City of Nottingham's Religious Education Agreed Syllabus

All students are entitled to and must be given the opportunity to, or experience of:

1. Respect for religious and moral values and appreciation of other religions and ways of life that are different from their own.
2. An appreciation of human aspirations and achievements.
3. Develop lively, enquiring minds, with the ability to question and argue rationally

Whole School Collective Worship

This is held every Friday morning and is open to all teaching staff to lead. Students are encouraged to participate in these assemblies. A celebration of birthdays and students good work is always included.

Foundation Stage

Students at the Foundation Stage explore aspects of R.E. through 'knowledge and Understanding of the World' through exploration and experiences of a range of cultures and beliefs.

Students join in with the whole school and departmental assemblies and when appropriate experience religion through circle time.

Primary

All classes have R.E. lessons that cover the principle religions. These are explored through a three-year rolling programme that encompasses the principle religions. The department is involved in collective worship with the whole school on Friday mornings.

KS3 and KS4

All classes have R.E. lessons that cover the principle religions. These are explored through a three-year rolling programme that encompasses the principle religions. The department is involved in collective worship with the whole school on Friday mornings. In addition to this there is a weekly department assembly that classes take turns in delivering. Classes also take part in circle time when appropriate.

Sixth Form

Students take part in 'Cultural Studies' and explore other cultures and take part in SMSCD through a number of methods including cookery, citizenship, health and relationships.

As well as being involved in the whole school assembly the department also meets on a Thursday afternoon for collective worship. Classes also take part in various circle times within their classrooms as and when appropriate.

Assessment and Recording

The R.E. policy will be under ongoing review, with changes, updates and modifications made as and when necessary. Termly evaluation of individual students will be recorded in their IEPs. Other relevant achievements and experiences will also be recorded in students Achievement folders.

Monitoring, Review and Evaluation

Monitoring of pupil progress will take place continually throughout the year. This will be done through observations and examination of pupils work. This information will be used to inform and help review future targets. Termly reviews will help pupils to achieve their annual review targets. At the end of each year the schools Classroom Monitor data will be analysed and the results used to evaluate the progress of pupils across the school. This will also help to identify areas for development.

Next Review Date: Summer 2021