



# RELIGIOUS EDUCATION POLICY

**HORIZONS EDUCATION TRUST  
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

## **Spring Common Academy**

### **Religious Education Policy - July 2019**

#### **Rationale:**

To allow pupils to develop an awareness of Religious and cultural celebrations that provide learning experiences linked to local community events in the wider community and learning activities within the school environment. Pupils will demonstrate a progression of learning from EYFS through to Key Stage 3, designed to develop and grow pupils' knowledge and understanding of Christianity and other principal religions and world views represented in the United Kingdom. It promotes the spiritual, moral, cultural, mental and physical development of pupils. Pupils will initially focus on learning about Christianity and progress to learning about other key religions in the upper Key Stages. Pupils' core skills are assessed through their learning progression experiences, knowledge and understanding of focused religious groups such as Christianity, Judaism, Islam, Buddhism, Sikhism and Hinduism. Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

#### **Introduction**

Religious Education makes a major contribution to the curriculum by promoting a spiritual awareness. It is a values driven curriculum that contributes to a child's greater understanding of his or her heritage in moral, human, social, aesthetic and creative terms. It is essential that pupils appreciate that religion is an important part of life for millions of people and that the search for meaning, values and purpose is common to all humankind. Religious Education is a reminder that the curriculum is about the education of the whole person. It is a holistic approach to Spiritual, Moral, Social and cultural development (SMSC), British Values and engaging pupils to develop knowledge and understanding through an experimental and enquiry approach.

#### **Legal Requirements**

The education reform Act states that Religious education should be balanced and broadly based and must reflect that religious traditions in Britain are in the main Christian, while taking into account the teaching and practices of the principal religions present in Great Britain. In special schools there is no recommended time allocation but should be integrated as a part of the main curriculum.

We aim to fulfil the legal requirements as set out in the Cambridgeshire Agreed Syllabus of 2018, where it is applicable to our intake of pupils and their needs. Spring Common Academy has a values driven curriculum that promotes the values of; listening, moral purpose, trust and respect, supporting innovation, integrity, communication, building confidence, empathy and collaboration.

#### **Teaching Methods**

Learning opportunities will build towards developing the skills to enable a positive contribute to the wider community and their own life. Pupils will be provided with coherent teaching structures that enable continuity in learning across all Key Stages and beyond to prepare for adulthood, with a consistent framework for assessing pupils' achievements and outcomes.

There is an emphasis on personal identity and belonging to the wider global community. Pupils will work towards developing an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures. They will develop attitudes of respect towards other people who hold views and beliefs different from their own.. Religious Education should promote enabling pupils to ask questions, discover information and to approach religion with empathy. Pupils will be encouraged to reflect on their learning, acquire knowledge and use their knowledge to understand their world, build community and develop their personal position.

A multi – sensory approach will enable individual pupils to progress and demonstrate achievement, Religious Education will be taught in Early Years (EYFS), where pupils will learn about themselves and the wider world through an experimental and exploration approach. In the foundation stage, RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects. The pre-formal curriculum includes the 7 areas of engagement and promotes learning through engagement of enquiry and developing attitudes or dispositions. Learning becomes a way of thinking, trying to understand the world and of determining one's identity within that world. Semi- formal learners are encouraged to engage with the wider environment. Providing opportunities to explore religions and providing learners with opportunities to construct their own knowledge. These experiences can be naturalistic (where the learner controls the choice and action), informal (the learner chooses the activity and action but the adult intervenes at some point) or structured (the adult chooses the experience for the learner and gives some direction to the learner's action). Most experiences are delivered through related themes and topics and play sessions. Formal curriculum builds upon and extends the knowledge, skills and understanding of different religions as well as Christianity. Learners' abilities are developed in a fun and engaging way, providing learners with meaningful, engaging contexts for learning and provide appropriate accreditation pathways and opportunities for Key Stage 4 and adulthood. If applicable, formal qualifications are available at Key Stage 4.

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. Teachers use the outcomes of each lesson to inform future planning and note any areas of particular interest shown. The RE Co-ordinator collates work examples and learning practice in the RE evidence file so that progression can be monitored.

RE will develop religious literacy and develop attitudes of respect towards other people who hold views and beliefs different from their own. Religious Education, SMSC and Collective Worship will continue to be linked, with weekly and daily reflection in classrooms and the whole school. Some school assemblies will also have linked elements of RE implemented, RE visits will be organised and where appropriate, guest speaker to promote spiritual awareness.

D. Wurf

Religious Education Coordinator

## **Appendix**

Spring Common Academy Teaching and Learning Policy

The Agreed Syllabus For Religious Education 2018 (Cambridgeshire County Council) document

Policy agreed on: \_\_JULY 2019\_\_

Signed on behalf of the Trustees \_\_\_\_\_

Committee: \_\_CURRICULUM\_\_

Author: \_\_DEB WURF\_\_

Review date (optional): \_\_\_\_\_

Website **Y**/N