

Hill Top Academy



'Every child, Every chance, Every day!'

Religious Education Policy

HILL TOP ACADEMY

RELIGIOUS EDUCATION POLICY

COMPILED BY: K Hanson

UPDATED: September 2021

This policy was reviewed by Governors on 10/01/2017 and agreed that the policy be reviewed every 3 years

REVIEWED: 3 Yearly

To be reviewed November 2024

Hill Top Academy Religious Education Policy

At Hill Top Academy we
believe in the motto.

Religious Education is unique in the academy curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

In Religious Education at Hill Top Academy we aim that Religious Education will: -

Provide opportunities for promoting pupils' spiritual development through:

- Discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- Considering how religions and other world views perceive the value of human beings, and their relationship with one another, with the natural world, and with God; valuing relationships and developing a sense of belonging;
- Developing their own views and ideas on religious and spiritual issues.

The Ofsted 2015 handbook defines Spiritual, Moral, Social and Cultural development as the following;

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

(School inspection handbook, January 2015, No. 120101)

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

(School inspection handbook, January 2015, No. 120101)

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

(School inspection handbook, January 2015, No. 120101)

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within academy and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

(School inspection handbook, January 2015, No. 120101)

How is Religious Education linked to the whole curriculum?

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to an academy’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at

Each of the four levels outlined in DCSF guidance.

The academy community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the academy is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Approaches to teaching RE.

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, and in academies, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Religious Education at Hill Top Academy is delivered in the following way. We use as a basis for our planning. As a source of ideas and teaching strategies, we also make use of RE linked websites including, RE Online.

International Week

Every year at Hill Top Academy during the Spring Term we conduct an international week. This is where each class chooses a country to discover and learn about including learning about the culture, the people, their customs etc. To enhance this learning artist, musicians and dancers are brought into academy to help children develop a good understanding of the country they are studying.

International week is organised by the Humanities coordinator, good links have been made between EMTAS and the artists brought into academy to support teachers. The week consists of quality learning which is show cased at the end of the week in a Whole Academy Exhibition for parents to join us and share our achievements over the week.

Assessment and Recording of RE

In line with the academy policy on assessment and recording, it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set and using appropriate assessment for learning strategies.

Arrangements for monitoring standards of teaching and learning in RE

The co-ordinator will monitor RE within the academy through analysis of this assessment data; drop in session to observe practice, monitoring planning, staff questionnaires and pupil interviews. The co-ordinator to track pupil progress through the academy by monitoring and evaluating learning in relation to the AT1 and AT2 skills.

Responsibilities for RE within the academy, (Principal and Governors)

As well as fulfilling their legal obligations, the governing body and Principal should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the academy can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a academy who are prepared to teach RE, the Principal ensures that pupils receive their entitlement to RE. In these circumstances, Principals might wish to seek advice from their LA or SACRE.

The right of Withdrawal from RE

At Hill Top Academy we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the Principal to discuss any concerns or anxieties about the policy, provision and practice of religious education at Hill Top Academy.

Managing the right of withdrawal

- The academy will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The academy may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the academy, although a academy should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the academy will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

- If pupils are withdrawn from RE, academis have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on academy premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the academy in question, or the pupil could be sent to another academy where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from academy for a reasonable period of time to allow them to attend this external RE
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at academy resulting from the withdrawal will affect only the start or end of a academy session.

Policy dated: September 2021

This policy was reviewed by Governors and agreed that it be reviewed on a 3 yearly basis

Date of policy review: This policy will be October 2021



Signed:
Chair of Governors



Signed:

Principal

Dated 01/11/2021