

Name of Policy: Religious Education Policy	Version/Last Review Date: September 2020 (V5)
Change Log	Front page, Page 2,
Statutory documents linked to policy: Agreed Syllabus for Newcastle 2020-- SCAA guidelines 1998 Education Act UN Convention on the Rights of the Child, UN Convention on the Rights of People with Disabilities The Human Rights Act 1998. Religious education in English schools: non statutory guidance 2010, by the dept for children, schools and families.	Previous review date: November 2016 (V1) November 2017(V2) November 2018 (V3) December 2019 (V4)
Other Policies linked to this policy: Equal Opportunities Policy Collective Worship	Next Review Date: November 2021
Governor Committee Responsible	FGB

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

Introduction

Religious Education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live. When a parent wishes to opt out of collective worship the headteacher would encourage the parent or carer to be instructed in how we carry out these activities with WNA's approach to RE.

The Education Act requires that the religious education should be provided according to the SCAA guidelines (the Newcastle Agreed Syllabus).

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

West Newcastle Academy will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services.

We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Prevent team.

Rationale

At WNA we endeavour to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. We aim to do this through the general ethos, sense of community and building of relationships within the school, through the act of collective worship, and through the teaching of Religious Education.

Aims

To teach religion so that children may:

- acquire a knowledge and understanding of the origins, content and development of the Christian religion and of other religions, their traditions and beliefs;
- understand the importance of religious experiences and recognise the ways by which these experiences have been interpreted and expressed through a variety of religions;
- appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values;
- identify areas of similarity as well as differences between the major world religions;
- look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the community and the world at large;
- explore the consequences of religious belief and experience in the development of personal attitudes.

- develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.

Objectives:

General Objectives for Younger Children (KS1)

To enable pupils:

- (a) to become increasingly aware of the significance of religious ideas and experiences by means of traditional stories, drama, ritual and worship with emphasis on the Christian tradition and those of main religions.
- (b) to use and experience the creative arts in the exploration and communication of religious thoughts and feelings;
- (c) to develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration.
- (d) to begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

General Objectives for Older Children (Key Stage 2)

To enable pupils:

- (e) to acquire a more coherent knowledge of the life and teaching of Jesus;
- (f) to understand the structure of the Bible and obtain a basic knowledge of its key personalities;
- (g) to explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- (h) to become familiar with different ways of communicating and interpreting religious experience;
- (i) to become aware of the importance of the spiritual dimension in their own experience and in the experience of other individuals and communities;
- (j) to develop an understanding of major world religions;
- (k) to acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues;

Curriculum

It is clearly stated in the Agreed syllabus that RE is concerned with educating children about religion and for them to learn from religion. It is not concerned with inducting them in a particular faith; this is the responsibility of the family or the faith community. Pupils will learn about Christianity as the main religious tradition in this country but also about the teaching and practices of some of the other principal world religions represented in this country:

Social development, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;

Cultural development, through fostering pupils' awareness and understanding in a range of beliefs, practices and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts in which they live.

Inclusion

In planning and teaching religious education, teachers are required to have due regard to:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs. A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special need or disability or may be linked to a pupil's progress in learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Pupil's achievements in religious education are reported in consultations with parents and in the Annual Report to Parents.

Equal Opportunities

The Equal Opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

EYFS

All registered pupils in school must be taught religious education. For the purpose of religious education pupils are considered to be registered when they join the Reception class. From the time the pupil enters the reception class this religious education must comply with the Agreed Syllabus.

Promoting Pupil's Spiritual, Moral, Social and Cultural Development

Religious education provides opportunities for:

Spiritual development, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society;

Moral development, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables them to make reasoned and informed judgements on religious and moral issues;

Curriculum Organisation

Religious Education is taught through a combination of classroom work and work linked to assemblies. This work is co-

ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the Newcastle Agreed Syllabus.

The curriculum is planned to deliver RE through a combination of methods:

- (1) Religious education is taught mainly through weekly lessons. The RE Units of work are linked with cross curricular school topics whenever possible;
- (2) The opportunity is taken to deliver identified areas of RE through meetings. The work is carefully planned and followed up in class when appropriate;
- (3) Separately identified RE is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday etc.

Curriculum Time

WNA gives 35 hours per year at Key Stage 1, and 45 hours per year at Key Stage 2 of curriculum time to religious education in line with the recommendations of the Newcastle Agreed Syllabus. However, the actual amount of time given each week will vary to fit with projects.

Assessment, Recording and Reporting

A variety of means of assessing pupils' learning (following the Assessment and Reporting Policy) are used to assess achievement in RE. This includes:

- the regular reviewing, discussion and documentation of pupils learning
- observing and assessing the learning of groups.

Withdrawal

Parents can request that their child be withdrawn from RE and assemblies on religious grounds. During this time the child must be supervised and engaged in appropriate learning activities. Parents should speak to the headteacher to gain an agreement about withdrawal and appropriate activities.

When a parent wishes to opt out of collective worship the headteacher would encourage the parent or carer to be instructed in how we carry out these activities with WNA's approach to RE.

Resources

Reference books, Bibles, artefacts and other resources for classroom use are kept in the school library and in class libraries.

Community

WNA aims to make good community links with faith leaders to enhance the RE curriculum.