



Pendle Community High School & College

Religious Education Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. The policy draws together Lancashire and Blackpool Agreed Syllabus for Religious Education, National Curriculum non - statutory requirements for Key Stages 1- 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. School is supported by the Burnley and Pendle Faith Centre.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for Religious Education which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College, Religious Education promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.



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- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.
- To know about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions and worldwide views.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Time Allocation / Cross-Curricular Links

The subject of Religious Education is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (Eg : sequencing religious stories, writing about religious events, writing for different audiences – cards, listening to personal experiences, formulating opinions)
- **Mathematics** (Eg : geometric patterns, dates, seasons, ordinal numbers)
- **Science** (Eg: creation, ecology – looking after the planet, materials)
- **History** (Eg : history of different religions and places of worship, re-visit events)
- **Geography** (Eg :use of buildings, location of specific places of worship, place of religious origin, landmarks)
- **PSHE** (Eg: respect and tolerance of different cultures and religions)
- **Art** (Eg : exploring art in places of worship, designing cards)
- **Music** (Eg : importance of music to religious celebrations- carols)
- **Food Technology** (Eg : tasting foods from different cultures)
- **Digital Literacy** (Eg : online research, digital photography, powerpoint presentations)
- Collective worship and community cohesion.



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Assessment, Recording and Reporting of Pupil Progress

Introduction - Monitoring Pupil Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on Onwards and Upwards
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.

Subject Development and Resources

The whole school development of Religious Education and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all



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teachers with a further copy available in the staff work room and relevant storage area.

Resources are stored in walk in cupboard in Wenning. Resource boxes are clearly marked with topic heading and individual contents. A concise list of resources (including RE library) is available on the T Drive and in the co-ordinator's file.

Staff should request additional resource purchases through the subject co-ordinator (SGr)

Health and Safety

The Subject Leader for Religious Education has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outline in the Online Safety Policy.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below: -

Appendices:

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4 (where appropriate)**
- 3. Schemes of Work**

Footnote:

This curriculum policy for Religious Education should be read in conjunction with the following policies:

- Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2018)**
- Autism Policy (2018)**
- Intensive Interaction Policy (2018)**
- AAC Policy (2018)**



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- **Total Communication Policy (2018)**
- **Online Safety Policy (2018)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: July 2019

Policy approved by Staff: *S. Greenwood*

Policy approved by Governors:

Review date:

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)