



## **Pendle Community High School & College** **Religious Education Policy 2022 - 2023**

### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. The policy draws together the Lancashire Standing Advisory Council on Religious Education (SACRE) National Curriculum (NC) non - statutory requirements for Key Stages 1- 5, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

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

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of learning for Religious Education which sets out in detail what pupils 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 school network. A copy of this policy is also available to parents via the school website.

### **Overview and Aims (Intent)**

The RE curriculum promotes tolerance of different faiths and beliefs and mutual respect, and these values are threaded throughout the curriculum. RE makes a unique contribution to the spiritual, moral, social, and cultural development of pupils and supports wider community cohesion. The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally, and internationally.

Pendle Community High School & College uses an enquiry-based model to begin to develop pupil's critical thinking, motivation to learn, and their knowledge, understanding and empathy of other people and their beliefs. This approach acknowledges the philosophy that pupils are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

In addition to the National Curriculum objectives, the RE curriculum at Pendle Community High School is supplemented with a range of activities designed to enrich the learning experience of all our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. We follow guidance from the Lancashire Sacre curriculum which enables us to offer a bespoke curriculum which will meet the needs of the pupils.

The RE curriculum aims to ensure that all pupils are encouraged to

- use appropriate behaviour, according to the situation.
- relate positively to others.
- exercise personal responsibility and initiative.

- value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- recognise and challenge stereotypes and discrimination.
- develop a sense of personal worth.
- foster an appreciation of the significance, awe and wonder of life.
- understand the difference between right and wrong.
- learn about a range of religions and worldviews.
- express ideas and insights about the nature, significance and impact of religions and worldwide views.
- gain and develop skills needed to respect all religions and worldviews.

### **Cultural Capital**

The R.E. policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent: being safe, having positive health and wellbeing, gaining independence, and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition to the National curriculum objectives, the RE curriculum is supplemented with a range of activities designed to enrich the learning experience of all our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visits to places of worship.
- Visitors into school from different faiths.
- RE themed days across KS3.
- Whole school religious celebrations from different faiths.
- Assemblies.
- Charity events.
- Whole school projects and events.

### **Implementation**

The RE curriculum is based on an enquiry model which is supported and encouraged throughout the school and college. Lessons are delivered weekly across all stages and for all learners.

Pupils experience and explore concepts through the use of artefacts, resources, books, video clips, visitors to school and educational visits. This practical approach to learning, facilitates pupils to apply previous subject knowledge and understanding. RE allows pupils to focus on critical thinking skills, personal reflection and their feelings, as their subject knowledge increases it will also nurture spiritual development.

**Independent learners** are encouraged to be inquisitive, ask questions and work independently researching topics being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and discovery of the world around them.

**Supported and experiential learners** work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

Throughout the breadth of study each unit is structured to include the following key elements:

Shared human experience – the nature of being human

Living religious tradition – principal religious traditions encountered in the world

Beliefs and values – the theology that lies at the heart of these traditions

The search for personal meaning – a lifelong quest for understanding

The RE curriculum builds on a pupil’s own experiences to support and develop an understanding of the concepts being studied and will progress into further investigating each concept from the point of view of the chosen religion. This approach continues throughout the programme of study encouraging investigation and discussion to embed subject knowledge. RE also introduces pupils to the beliefs and teachings of different religions.

The curriculum is designed to engage and develop students inquiring and inquisitive mind with progression into KS4 and a variety of accreditation routes including, WJEC Humanities Diploma and AQA unit awards.

### **Meeting the needs of all pupils within RE**

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within RE e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

### **Time Allocation / Cross-Curricular Links**

The subject of Religious Education is allocated the appropriate amount of time, considering NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

|                  |   |
|------------------|---|
| Literacy         | Sequencing religious stories, writing about religious events, writing for different audiences – cards, listening to personal experiences, formulating opinions. |
| Numeracy         | Geometric patterns, dates, seasons, ordinal numbers.  |
| Science          | Creation, ecology – looking after the planet, materials.  |
| Digital Literacy | Online research, digital photography, PowerPoint presentations  |
| Music            | Importance of music to religious celebrations- carols   |
| Cooking          | Tasting foods from different cultures.  |
| PSHE             | Respect and tolerance of different cultures and religions.  |
| History          | History of different religions and places of worship, re-visit events.  |
| Geography        | Use of buildings, location of specific places of worship, place of religious origin, landmarks  |
| Art              | Exploring art in places of worship, designing cards   |
| Young Citizen    | Collective worship and community cohesion.  |

## **Impact**

As a pupil progresses through the school, they develop an understanding and appreciation of the varied religions nationally. Skills and knowledge taught in RE are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving their writing, reading, comprehension and inference skills. In addition, RE lessons facilitate discussion improving oracy and develop pupils spiritually, academically, emotionally, and morally. Some pupils will become more confident in analysing their own work and expressing views and opinions of the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

The whole school approach to celebrating different religious and cultural celebrations, provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, languages, and history. Pupils will have a better understanding of themselves and will have been introduced to opportunities, challenges, and the responsibilities of living in an ever-changing multicultural world.

Pupils will become more confident in analysing their own work, expressing views and opinions of the world around them whilst developing confidence and self-esteem. Specific themed days/ afternoons, visitors to school and educational visits will allow pupils to consider and explore other regions through maps, culture, music, food, and climate and become more aware of cultural diversity which provides opportunities for further relevant and contextual learning.

## **Assessment, Recording and Feedback**

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- 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 Record of Achievements and accreditation.
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

### **Annotation and Feedback**

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress

### **Role of the Subject Leader**

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach.
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of RE
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of RE
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the RE curriculum has a positive effect on all pupils with SEND
- ensure that the RE curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the RE curriculum.
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in RE
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. lifting heavy equipment boxes and conducting risk assessments for the subject and associated educational visits.

### **Appendices:**

- 1. Subject Maps for Key Stages 3 & 4**
- 2. Schemes of Learning**

### **Links with other policies**

- **Curriculum Policy**

- **Annotation and Marking policy**
- **Autism Policy**
- **Intensive Interaction Policy**
- **AAC Policy**
- **Total Communication Policy**
- **Online Safety Policy**
- **Health & Safety policy appendix for subjects**

**Additional links**

- **Religious education in English schools: Non-statutory guidance 2010**
- **Lancashire SACRE**

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

Policy redrafted: September 2022

Policy approved by Governors: October 2022

Review date: August 2023

Signed:   
\_\_\_\_\_ (Chair of Governors)

Signed:   
\_\_\_\_\_ (Headteacher)