



North Ridge High School RE Policy



Curriculum Policy for RE 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article: 23 (every child had a right to specialist education)

Article: 28 (every child has a right to education)

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of RE taught in our school. The RE curriculum at North Ridge High School intends to develop pupils' knowledge and understanding of the religions and beliefs which form part of contemporary society. RE will contribute to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It will help prepare pupils for adult life, employment and lifelong learning, creating successful learners, confident individuals and responsible citizens. Our aim is to give pupils 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. We will do this by providing the structures and support systems that will enable the teaching of RE in a manner that is coherent, progressive, pedagogically and philosophically sound. Pupils responses to their experience of RE will be assessed through the following areas of engagement; exploration, realisation, anticipation, persistence and initiation.

The Education Act 1993 restates the requirements of the 1981 Act that

"So far as is practicable, every pupil attending a Special School will attend religious worship and receive religious education, or will be withdrawn from attendance at such worship or from receiving such education in accordance with the wishes of the parents."

The Education Act 1996 reinforces this requirement.

As stated in Manchester's Agreed Syllabus;

"Effective religious education has important contribution to make to the LA's anti-racist and equal opportunities policies."

Religious Education needs to be practical and meaningful for each pupil.

This document is intended for all teaching staff, school governors and parents.

Overview

At North Ridge we believe education is a holistic process achieved by encouraging each individual's intellectual, social, cultural, emotional, spiritual, moral and physical growth. This scheme of work is written with the intention of developing strong and positive relationships between learners regardless of cultural heritage so that everyone has a shared vision, a sense of belonging and equal life opportunities.

Examples of programmes of study that are particularly relevant to this agenda in KS3 are:

- Who is a Christian and what do they believe?
- Who is a Muslim and what do they believe?
- How and why do we celebrate special and sacred times?
- Who is Jewish and what do they believe?
- What does it mean to belong to a faith community?
- How should we care for others and the world, and why does it matter?

KS4:

- What would Jesus Do? Can we live by the values of Jesus in the twenty-first Century?
- Why do some people think life is like a journey and what significant experiences mark this?
- What can we learn from religions about deciding what is right and wrong?
- What does it mean to be a Christian, Muslim, Hindu in Britain today?

KS5:

- Should Happiness be the purpose of life?
- Does religion Help people to be good?
- Why is there suffering? Are there any good solutions?
- Is religion a power for peace or a cause of conflict in the world today?
- Do we need to prove God's existence?

Aims

- To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions,

and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. To build resilience to anti-democratic or extremist narratives.
- To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- To prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

IMPLEMENTATION

Teaching & learning

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents'. (s 71 SSFA 1998)

RE at NRHS is planned in accordance to the MSSTT agreed syllabus. Our curriculum offers a clear structure for learning, units are based around the three strands of Believing, Expressing and Living. In the MSSTT agreed syllabus each strand is broken down into 'threads', we have used these question threads to create a sequential curriculum which allows pupils to build on prior learning as they move through school.

Our curriculum will focus on key concepts of RE, enabling pupils to;

- comprehend what it means to be a member of a religion by understanding the significance for the believer of their beliefs and practices;
- appreciate how the study of religion highlights key similarities and differences, which can form the basis of dialogue between religions;
- reflect on how the experience of being human is responded to and interpreted in the religions being studied.

The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to all our pupils. To accommodate this we have adopted an enquiry based learning approach to encourage higher -order thinking and allow pupils to explore in a way that is meaningful to them.

Through their understanding of Religious Education learners will be helped to develop an understanding of the British society in which they live.

Pupils will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.

Teachers deliver lesson which allow pupils to 'know more and remember more' there will be regular opportunities to review the learning taken place in previous topics as well as previous lessons. Pupils have the opportunity to review previous learning and share what they already know about a current topic.

On every appropriate occasion teachers use first-hand experience, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination.

Teachers use highly effective AFL at different points in each lesson to ensure misconceptions are highlighted and addressed.

Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that every pupil can access the RE curriculum.

Pupils are given clear success criteria in order to achieve their learning objectives with differing elements of independence.

RE is taught weekly across our KS3, KS4 and KS5 departments, we have developed a broad and balanced curriculum which enable pupils to build on and develop their knowledge and skills each year.

In the Structured Learning Department RE is taught as part of theme, RE is developed in these classes as far is practicable and the aim is to explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond.

Time allocation and lesson planning are evaluated by the subject leader, and as part of the school cycle of monitoring and evaluation of teaching and learning.

Planning

The subject leader is responsible for writing detailed RUBRICS for each topic; these will include key learning outcomes, teaching strategies/suggestions and a list of suggested resources. Teachers of RE will be responsible for writing Medium and short term planning; planning should have clear learning objectives, success criteria's, appropriate differentiation and a range of interesting and inspiring activities for pupils. Topics are changed on a termly basis and all planning should follow the schools framework for planning.

Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes in the syllabus

and other subjects where appropriate, encourage our pupils to explore religious ideas discuss their ideas and extend their understanding of difficult concepts and challenging questions.

IMPACT

Knowledge, Skills and Understanding

Religious Education at NRHS develops pupils' ...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at NRHS encourages pupils to:

- consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at NRHS enhances pupils' ...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at NRHS offers:

- opportunities for all pupils for personal reflection and spiritual development;

- preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.

Assessment, Recording and Reporting

Pupils' progress in Religious Education is based on the expected outcomes and engagement steps outlined in the Agreed Syllabus, which have been developed in line with guidance produced nationally. Pupils are assessed regularly and their progress is monitored against these objectives.

RE progress is recorded, reported and assessed by the following:

- Work files / work books
- Records of Achievement
- B-squared assessment tool
- Self-assessment faces completed by pupils

Staff Development

The subject leader responsible for RE will receive any necessary training in the curriculum area, this will be passed on to staff in school as needed.

Resources

The subject leader is responsible for keeping an up to date audit of resources and liaising with the resources organiser for their upkeep. The subject leader is also responsible for a budget allocation for the subject area in order to order new equipment and materials as necessary.

Community links with local places of worship are a vital resource - information on this can be found with the subject leader.

Monitoring and evaluation

The Head teacher, Assistant Head, the RE Co-ordinator, Assessment Co-ordinator and teachers, monitors RE having identified priorities, the SLT and RE Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Date of review: July 2024