



Queen
Elizabeth's
— ACADEMY —

Religious Education Policy

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Associated documents:			
<ul style="list-style-type: none">• 5 Year Plans for Key Stage 3 and Key Stage 4• Student style 5 Year Plan• Key Stage 3 and Key Stage 4 overview• Curriculum Rationale• Fine Level Sequencing plans for each unit of work (these are working documents)• SMSC tracker• British Values tracker• Character Education			
Links to:			



Diverse
Academies

Inspired by Luke 10:29 – 37 we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.

Vision

Religious Education enables students to investigate, question and reflect on the big questions of life. Here at the Queen Elizabeth's Academy students are given opportunities to consider the Big Story of human existence and to reflect on how they contribute to the local and worldwide community as caring, respectful and spiritual beings.

At the Queen Elizabeth's Academy varied opportunities are provided for individuals to develop a sense of wellbeing to fulfil their potential to live "life in all its fullness." The Christian ethos of the Academy family offers a stimulating, caring and loving environment where all are valued to live the principle "Learning and loving together forever- Semper Eadem."

Religious Education enriches and provides learning experiences to explore the nine Core Values (empathy, nurture, joy matters to us, good manners, justice and equality, togetherness, forgiveness and reconciliation truthfulness, knowledge and wisdom) of the Academy, to embed their meaning within a modern context.

Mission Statement

At the Queen Elizabeth's Academy students experience a wealth and depth of knowledge whilst exploring Christianity as a living faith. Students are immersed in the knowledge of the major world faiths focusing particularly on Judaism, Islam and Hinduism. The choice of focus is a decision based on the fundamental messages of the Abrahamic faiths and also the faiths of students within our Academy family, to ensure Religious Education is respectful and inclusive to all.

Students have opportunities to reflect on the impact a living faith has on the individual and the community. Woven into our studies, students are also encouraged to reflect and develop a sense of their own spiritual understanding. It embraces the nurturing of individuals to understand their purpose and place in the world. Religious Education enhances the Church of England values and concepts of Wisdom, Hope, Community and Dignity.

Students learn about religion to enhance their appreciation of learning from religion. This aim will be considered through 3 overarching questions as students' progress through their time at the Academy.

Rationale and Aims

The Queen Elizabeth's Academy is a Church of England Voluntary Aided School therefore the provision of Religious Education is in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus, and to supplement this with material from the initiative "Understanding Christianity" as provided by the Diocese.

The Queen Elizabeth's Academy is a Church of England Academy therefore the aims of Religious Education are:

- To enable students to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To develop knowledge and understanding of Christianity as a living faith in the local, national and world wide community
- To enable students to learn about the other major religions (Judaism, Islam and Hinduism as a core focus) and their impact on their culture in the world community
- To contribute to the development of students own spiritual, religious or philosophical convictions,
- To allow students to explore and enrich their own faith and beliefs.
- To develop an understanding of what it means to be committed to a religious tradition to express their beliefs in private and as a community
- To explain the common and unique beliefs of major religions and how they provide purpose hope and humility for believers
- To have respect for other people's views and to celebrate diversity in society
- To ensure Biblical literacy enhances their understanding of the divine
- To consider the views of other cultural belief systems including atheists and humanists

The Legal position of Religious Education

Religious Education in 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'

The Religious Education curriculum at the Queen Elizabeth's Academy forms an important part of the Academy's spiritual, moral, spiritual and social provision. It promotes education for citizenship and embraces the British values requirements.

The Religious Education curriculum is fully embedded within Key Stage Three. Key Stage Four student's current provision is experienced through highly planned Tutor experiences, Collective Worship and experiences within the Academy Chapel yet development planning for more focused and specialist lessons are being incorporated into the curriculum.

Contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development

Through teaching Religious Education, we provide opportunities to enhance the SMSC provision. Students are encouraged to think beyond themselves and to consider the meaning and purpose of life. Students explore the need for respect, knowing the difference of right and wrong and to recognise their place within the modern world. Students are able to build a sense of identity within a multicultural and multi belief systems in the local and larger community. Students are able to realise that they have an active role within society based on wisdom, dignity, hope and community. Through our core values, togetherness and nurture is a vehicle for "Learning and loving together forever".

The Academy's Christian values

Religious Education contributes to the promotion of the Academy's distinctively Christian values. Making connections between the nine Core Values (empathy, nurture, joy matters to us, good manners, justice and equality, togetherness, forgiveness and reconciliation truthfulness, knowledge and wisdom). The learning in Religious Education brings about greater understanding of how the values can be put into practice across a range of experiences. (See SMSC tracking plan)

Respect for All

Religious Education makes an important contribution to a school's responsibility to promote respect for all and provides a context to develop young people's understanding and appreciation of diversity. Students are encouraged to promote shared values and to challenge racism, discrimination and extremism. The Academy community celebrates different cultures, beliefs and values through a variety of mediums, of which Religious Education supports. Links are growing with local church leaders, especially through the work of the Chaplain. Religious Education also encourages the need for leadership. Through the work of the Archbishop York Award students learn and understand how leadership can impact on the local, national and global community, all can benefit from the living faith.

The promotion of 'British Values'

Religious Education provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty and mutual respect. Through Biblical literacy students are made aware of the belief systems to support our British Values. (See British Values tracking plan).

Character Education

Religious Education has documented how the subject actively contributes to Character Education. The subject removes barriers for learning, opportunities are aspirational and resilience is positively promoted. Students receive a knowledge rich curriculum where expectations are modelled to scaffold the Character Education. Enrichment opportunities are actively included into the curriculum and as part of the enrichment programme on offer for all students.

Throughout the curriculum there are clear Religious Education links to History, English, Physical Education, Art, Design and Technology, Collective Worship, Chapel experiences and excellent Tutor provision.

Approaches to teaching Religious Education

- Religious Education is a rich knowledge based curriculum where students are immersed in gaining appropriate knowledge to ensure they build confidence to apply to the big questions of life
- A high quality knowledge based spiral curriculum in Religious Education has been designed and provided by careful planning through the use of the locally agreed syllabus and the "Understanding Christianity" initiative to offer breadth of content

- Students are expected to commit to their long term memory the wealth of knowledge explored through Religious Education, to ensure that they are able to apply this high level knowledge to a variety of opportunities
- Students use knowledge organisers to support their learning about religion in order to understand the learning from religion
- Specialist Religious Education staff will offer opportunities to pose carefully considered questioning skills to enhance the sense of wonder, understanding and exploring their own sense of being.
- Formative assessment is used by staff to ensure misconceptions are addressed so a secure appreciation and understanding is maintained as informed human beings
- Biblical literacy forms a growing focus to enable students to access the divine words and to allow students the space to understand their own spiritual being
- Religious Education has a five-year curriculum plan, which is then broken into medium term and short planning. Careful consideration has been given to the content of the curriculum and how and when concepts will be delivered. Skills, knowledge and age appropriate areas of study have been considered
- Religious Education is inclusive

Organisation of Religious Education

At Key Stage 3 students are taught one weekly discrete lesson. Students study Christianity and Judaism for the majority of the curriculum, following the “Understanding Christianity” initiative. Islam is also taught as the third Abrahamic faith on a spiral approach to learning. These three religions form the basis of the Key Stage 4 studies; therefore, students have a wealth of knowledge and understanding to support their GCSE studies.

Hinduism is also taught to embrace the culture and beliefs systems of an alternative faith.

Students have specialist staff delivering these learning experiences. Pedagogy and theological understanding is considered. Some groups are split groups, yet co-planning aids the consistent provision.

At KS 4 students follow the Edexcel Module B. This includes two papers “Religion and Ethics in Christianity” and “Religion and peace and Conflict in Islam.

Currently students opt to complete the Full Course in three discrete weekly lessons. This is in line with other curriculum options. The group is taught by a specialist.

All Key Stage 4 students follow the Edexcel Module B short course in Year 10 and 11 as a core subject.

Resources are accessed through a common share point.

Assessment and Recording of RE

Religious Education assessment and recording is in line with the Academy policy. Religious Education will assess students formally on three occasions during each year. Students receive feedback and Parental/Carer data analysis at each data point. Interventions are put in place if students need additional support to achieve their potential.

Religious Education staff monitor progress through Academy devised mark sheets. Staff moderate and discuss areas to be retaught if common misconceptions evolve. This is in line with other subjects.

Throughout the year Senior Leaders and Faculty Leader will carry out drop ins which feedback future development within the teaching of Religious Education. This is in line with all curriculum subjects.

Faculty leaders will also monitor Religious Education within the year through data analysis and personal one to one meeting with all staff. Book looks, student voice and deep dives are also integral to the monitoring of the subject. The Faculty leader is responsible for contributing to the Church school self-evaluation process by including data, observation findings and overviews relating to the provision of Religious Education.

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

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

- all students make progress in achieving the learning objectives of the Religious Education curriculum
- the subject is effectively managed and that standards and achievement in Religious Education and the quality of the provision are subject to regular and effective self-evaluation
- those teaching Religious Education are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Newly appointed staff are given opportunities for mentoring and coaching
- teachers are aware of Religious Education contribution in developing students' understanding of religion and belief, and its impact as part of the duty to promote community cohesion
- where appropriate, students have opportunities to take courses leading to an accredited qualification in the subject
- clear information is provided for parents/ carers on the Religious Education curriculum and the right to withdraw
- Religious Education is resourced, staffed and timetabled so that the school can fulfil its legal obligations on Religious Education so that students can make good academic and SMSC progress

The right of withdrawal from RE

The Queen Elizabeth's Academy is an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience.

In the event of a request to remove a student from Religious Education we would ask any parent considering this, to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at QEA.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from Religious Education 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 Religious Education curriculum and should be given the opportunity to discuss this, if they wish. The school 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 Religious Education without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the Religious Education 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 Religious Education is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If students are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost and usually remain on school premises.
- Where a student has been withdrawn, the law provides for alternative arrangements to be made for Religious Education of the kind the parent wants the pupil to receive. This Religious Education could be provided at the school in question, or the pupil could be sent to another school where suitable Religious Education 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 Religious Education that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external Religious Education at no interference to the Academy attendance results.