



RELIGIOUS EDUCATION POLICY

Signed:  Chair of Governors

Date: 4th November 2016

Talbot Specialist School

Religious Education Policy

Mission Statement

Opportunity and achievement through partnership

Aims of the school

Talbot Specialist School aims to promote and value achievements for all through:

- A dynamic, personalized curriculum
- Student centered learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

R.E. RATIONALE

R.E. is based on the Sheffield SACRE (Standing Advisory Committee for Religious Education). The underpinning theme is celebration, common values and common good in Christianity as well as in other major religions. R.E is taught as a discrete subject in years 7-8, 9-10, and 11-12. Post 16 students study a combination of all the subjects previously mentioned in the subject 'Current Affairs' based upon the Equals 'Moving On' guidelines.

The R.E curriculum promotes the message of love, peace, charity, giving, caring for each other, and mutual respect for people of all religions and those of none. Through cross curricular teaching we are able to extend beyond the parameters of the classroom and forge links with multi-faith communities, and embrace the religious as well as cultural diversity that makes Talbot such an enriching place for teaching and learning. R.E. at Talbot will enable students to celebrate differences through enrichment in teaching and students will experience how these differences create opportunities for integration, community cohesion and a unifying whole. Inclusion, accessibility and equality is at the very heart of teaching and learning through R.E.

R.E will also enable students to develop an awareness of themselves and the world around them. This awareness should extend from the student through to their immediate environment and the wider world. To access a broad and balanced curriculum there will be a combination of imaginative, creative and sensory experiences. Work in this area is in line with National Curriculum (NCC) guidelines and provides numerous cross-curricular links.

Religious Education (R.E) Aims

- To develop an awareness of spirituality and numinous sense
- To develop increased understanding of different religious communities and promote community cohesion
- To promote religious acceptance and tolerance and celebrate religious diversity
- To experience the theme of celebration through different religious festivals, including music, dance, food, traditions, cultural dress and rituals on a sensory level
- To identify common themes that run through all religions such as charity, peace, love, respect and tolerance
- To identify different collective and individual rules for living a 'good life'
- To encourage help and support structures for difficult concepts such as death, karma and heaven
- To experience, explore and investigate the key beliefs, concepts, practices, buildings, prophets and teachings contained within the major world religions
- To explore a wide range of different places of worship through field trips and immersive teaching
- To develop strength, love, respect and a caring attitude through collective worship and shared beliefs and values
- To adhere to L.E.A and SACRE guidelines

Religious Education (R.E) Objectives:

- To experience a range of religious locations through field trips and excursions
- To explore multi-faith worship and practices as appropriate according to L.A guideline
- To explore religious artefacts and objects of reference on a sensory level
- To customise learning to the individual needs of our students
- To make informed decisions about our own religion, atheism or spirituality
- To engage in holistic activities such as yoga, massage or hydrotherapy
- To interact with a wide range of R.E based interactive software to enhance teaching and learning
- To develop quality R.E resources for use across the school

Roles and Responsibilities

Governors

It is the responsibility of governors to:

- Ratify and review policy documentation
- Establish a process for developing and reviewing policies
- Produce written policy statements where appropriate

SLT

It is the responsibility of the Senior Leadership Team to:

- Ensure curriculum documentation is produced in line with curriculum policy
- Ensure breadth and balance of subject delivery
- Support implementation of policy and curriculum plans across school

- Develop assessment, recording and reporting in line with school policy

Faculty Leader

It is the responsibility of the Faculty Leader to:

- To maintain and review curriculum policy
- To devise and implement a long-term plan
- To monitor the quality of subject delivery across school
- To ensure progress, development and excellence
- To support with guidance for class delivery as requested

Teachers

It is the responsibility of class teachers to:

- Customise and modify guidance to meet the individual needs of their students
- Share R.E planning and resources via the M.L.E
- Complete medium (Mandatory half term plans) and short term planning
- Monitor individual learning and progress against individual targets set for each area
- Keep evidence of achievement in an appropriate format, digital or otherwise for each pupil

Parents / carers

It is the responsibility of parent/carers to:

- Support their child/rens' personal beliefs as well as to develop mutual respect for other religions and people of no religion
- Share ideas/religious diversity/traditions/festive celebrations with teaching staff
- Inform/share with the teaching staff of their significant religious events
- Support development and progress in Key Skill areas

Planning

A whole school format is implemented across the whole school.

A. Long term planning

All Key Skills areas will have:

- A Policy Document
- Curriculum documentation
- IEP targets as appropriate/linked with core cross curriculum subject
- Recording and assessment tools in place and up-dated regularly

B. Medium term planning

Teachers will produce:

- A plan with clear R.E learning objectives for each student's personal development for each half term
- Differentiated Planning and resources appropriate to the individual needs of the students

C. Short term planning

Each class teacher will record progress towards targets set out in weekly plans and will reflect upon lesson content and their own practice. All of these documents will be evaluated either daily, weekly or half termly and contribute to Annual Review reports

Assessment, Recording and Reporting

Assessment opportunities and methods of assessment are the responsibility of teaching staff and should be based upon the needs of the students. Individual Progress Files are used throughout the school to record progress against Key Skills areas for all pupils. Any outstanding R.E. work can be included as part of key skills in the Progress Files. It is important for staff to keep records of students' engagement in R.E, this can be through photographic evidence, video files or digital/ paper worksheets.

Class teachers regularly liaise with parents through a wide range of communication methods as appropriate, such as home school diaries, emails, phone calls, parents' evenings, coffee mornings, annual review meetings and whole school events. Language interpreters are used when necessary. Progress is formally reported at parents' meetings held three times per year and in the Annual Review report. Interim review meetings are also held if needed. End of year reports are also produced. In their final years, students will be involved in producing a Transition Plan which will support their transition from school.

Monitoring, Review and Evaluation

Phase leaders/Faculty leaders/SLT will monitor and evaluate planning and delivery by reviewing planning. A Planning File will be kept by each teacher. A lesson observation cycle is maintained by members of SLT (Head, Deputy and Assistant Heads).

Policies will be ratified and reviewed by Governors every 3-4 years or earlier if required. The Faculty Leader will be responsible for ensuring the reviewing and evaluation process of their designated faculty by formally presenting it to SLT for Governors' approval.

Equal Opportunities and Special Educational Needs

The school curriculum is a "Curriculum for all ". Therefore, all pupils will have access to all the curriculum and school resources regardless of gender, religion, ability, ethnicity, behaviour or background. This policy is addressed in the Single Equality Scheme.