



A joint Catholic & Church of England Academy

RE Policy



Status	Statutory
Responsible Authority	Governing Board
Date Approved	21/11/2023
Responsible Person	Mrs Rachael Critchley (Assistant Principal)
Review Date	October 2024
Last Amended Date	19 th October 2023



Contents

Statement of Intent.....	3
Legal framework	3
Roles & Responsibilities.....	3
The head of department is responsible for:.....	3
The classroom teachers are responsible for:	4
The SENDCo is responsible for:	4
Vision	4
Religious education student entitlement.....	5
The value of religious education.....	5
The aims	5
Curriculum and delivery	6
Teaching and learning.....	6
Assessment	7
The quality of learning.....	7
Code of practice and withdrawal from religious education.....	7
Monitoring and review	7

Statement of Intent

Hope Academy recognises the effect that an inclusive teaching style can have on students, their progress and attainment, both within the academy and the wider community. The academy provides a broad and balanced curriculum encompassing spiritual, moral, social and cultural development.

The academy mission statement is fully supported by this policy and encourages students to uphold the principles and values that underpin the Christian academy.

“Working together to inspire excellence guided by Christian values.”

‘Do to others as you would have them do to you.’ (Luke 6:31)

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy operates in conjunction with the following academy policies:

- Equality Information and Objectives Statement
- Equality Policy

The academy provides religious education for all students registered at the academy. During Key Stage 3, religious education in the academy is based upon the Catholic To Know You More Clearly and the Anglican Illuminating Pathways syllabuses. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Roles & Responsibilities

The head of department is responsible for:

- preparing policy documents, curriculum plans and schemes of work for the subject.
- reviewing changes to the locally agreed curriculum and advising teachers on their implementation.
- monitoring the learning and teaching of RE, providing support for staff where necessary.
- ensuring continuity and progression from year group to year group.
- encouraging staff to provide effective learning opportunities for students.
- helping to develop subject colleagues’ expertise in RE.
- organising the deployment of resources and carrying out an annual audit of all related resources.
- managing and maintaining writing resources.

RESPECT

COURAGE

AMBITION

HOPE

- liaising with the finance manager to purchase further resources.
- liaising with teachers across all phases.
- communicating developments in the subject to all teaching staff and the senior leadership team as appropriate.
- leading staff meetings and providing staff members with the appropriate training.
- organising, providing and monitoring staff CPD opportunities regarding RE.
- ensuring common standards are met for recording and assessing student performance.
- advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, for example, PSHE lessons.
- collating assessment data and setting new priorities for the development of RE in subsequent years.
- reviewing and updating long term and medium term lesson plans on an annual basis and communicating these to teachers prior to the start of a new term.

The classroom teachers are responsible for:

- acting in accordance with this policy.
- ensuring progression of students RE, with due regard to the syllabus agreed by the trust.
- planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the syllabus agreed by the trust.
- liaising with the head of department about key topics, resources and support for individual students.
- monitoring the progress of students in their class and reporting this on an annual basis to parents.
- reporting any concerns regarding the teaching of the subject to the head of department or a member of the senior leadership team.
- undertaking any training that is necessary in order to effectively teach RE.
- reviewing and updating short term lesson plans, building on the medium term lesson plans, taking into account students needs and identifying the methods in which topics could be taught.

The SENDCo is responsible for:

- liaising with the head of department in order to implement and develop specialist writing based learning throughout the academy.
- organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- advising staff on how best to support students needs.
- advising staff on the inclusion of learning objectives in students individual education plans.
- advising staff on the use of teaching assistants in order to meet students needs.

Vision

The Religious Education department:

- will develop the whole child socially, morally, spiritually and culturally in an environment that recognises every child as precious and made in the image of God.
- plays a central role in the ethos and success of the academy in achieving its Christian aims and mission.
- provides a learning experience that is centred around and celebrates Christianity and the distinctiveness of the Catholic and Anglican denominations.
- teaches other faiths and world views with respect.
- ensures that the subject is accessible for all students, allowing learners to achieve the highest possible standards.

Religious education student entitlement

All students should have access to a set number of teaching periods. In years 7 through to 11 this will be four periods per fortnight.

All students at Key Stage 4 will be delivered the GCSE course: AQA Religious Studies Specification A (Christianity and Judaism).

The value of religious education

Religious Education at Hope Academy enables students to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Students develop morally, socially, culturally and spiritually and not just academically. The curriculum allows students to apply thinking skills such as analysis and critical and creative thinking, to their approach to the study of religion with different disciplines as they mature. Students will learn more about themselves and their place in the world from their academic and creative exploration of religions and beliefs. Students will also develop the ability to be able to appreciate and show tolerance towards beliefs and values of others and respond in a positive way. For example, showing interest in, and sensitivity to, others' experiences and values.

The aims

The religious education department aim to help all students to:

- understand the nature, role and influence of religion in the world.
- pursue a personal quest for meaning, purpose and value.
- become responsible citizens who make a positive contribution to society.
- formulate reasoned opinion or arguments on 'big idea' questions and handle controversial issues and truth claims.
- have the courage to make the right decisions that will help them to grow morally.
- enrich their own faith and spirituality.
- learn about the God who reveals himself as Father, Son and Holy Spirit.
- celebrate the Christian faith and to develop and empathetic and critical engagement with different Christian beliefs and teachings.
- understand the relevance of Christianity today.
- develop understanding of and respect for different beliefs, traditions and practices and from them through encounter and dialogue.
- become responsible individuals who make a positive contribution to society.
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on earth.

Curriculum and delivery

The academy adheres to the syllabus agreed by the trust.

The religious education curriculum is based on two key aspects:

- learning about religion AO1.
- learning from religion AO2.

Teachers will use these objectives when planning their lessons. As is suggested in the aims of the subject, all students will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate. In addition to Christianity, Islam and Hinduism will be explored in Year 7. In Year 8, students will explore Christianity and Judaism. They will explore these in relation to a number of objectives during each term.

Year 7	
Autumn Term	The Universe and Mankind: Why are we here?
Spring Term	Hinduism
Summer Term	Islam past and present: How are Muslims called to live?
Year 8	
Autumn Term	Judaism and the Old Covenant
Spring Term	Christianity: Jesus and the new covenant
Summer Term	Christianity: Living the Christian life
Year 9	
Autumn Term	Belief and Morality in the Modern World
Spring Term	Why working for social justice and harmony is all our responsibility?
Summer Term	Christianity: Key Beliefs
Years 10 & 11 (KS4)	
AQA Religious Studies specification A (Christianity & Judaism, Theme A: Relationship & Families, Theme B: Religion & Life, Theme D: Crime & Punishment, Theme E: Religion, Peace & Conflict).	

Teaching and learning

A variety of teaching and learning strategies will be incorporated within the lessons and students will have opportunities to analyse, categorise, make connections and deconstruct knowledge or religion and belief. Through these tasks, students will have the opportunity to collaborate with others to develop an understanding and appreciation of different viewpoints.

Students at both KS3 and KS4 will develop exam style responses in line with the skills required for the new specifications. They will also engage with assessment criteria through regular peer assessment to prepare them for the skills needed to become confident and resilient learners.

Assessment

The assessment model at KS3 and KS4 is based around a PiXL approach known as Diagnosis, Therapy and Testing (DTT).

Diagnostic knowledge tests are embedded within the curriculum in order to promote mastery of knowledge throughout the curriculum. As a result of this diagnosis, 'therapy lessons' will then be planned as part of the schemes of work, using strategies such as PiXL 'walking talking mocks' to address misconceptions and to further support student progress.

Throughout this assessment model, consideration is given to both formative and summative assessment judgements, with enough time planned between each to make them both meaningful.

Students data from summative assessments will be tracked through a Personalised Learning Checklist (PLC) which is formulated using a Red, amber and green (RAG) system, whereby students can review their progress against the key content and skills of the course and set themselves targets for improvement.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

The quality of learning

The quality of the learning within the religious education department at Hope Academy enables students from Christian families to talk openly about their beliefs and values within the lessons, without fear of ridicule. Students from other faith backgrounds are encouraged to share and partake in their faith. Students with no religious background are enabled to face the challenge of the Christian faith and all students are encouraged to develop skills to achieve and exceed their challenge grades.

Code of practice and withdrawal from religious education

Parents/carers may withdraw their child from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at the academy.

A parent who has concern about the provision of religious education or collective worship should in the first instance contact the Head of Religious Education.

Monitoring and review

This policy will be monitored and reviewed annually by the Head of Department.

The Head of Department will review the teaching of religious education in the academy, ensuring that taught content adheres to the syllabus agreed by the trust.

This policy will be reviewed and approved annually by the full governing board.

Any changes to this policy will be communicated to all teaching staff.

The next scheduled review date for this policy is shown on the cover.