



Hope Academy

A joint Catholic & Church of England Academy



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“Working together to inspire excellence guided by Christian values.”
‘Do to others as you would have them do to you.’ (Luke 6:31)

This policy supports our school mission statement, we want our students to uphold the principles and values that underpin our Christian school.

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1. Vision Statement

The Religious Education Department:

- wishes to 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 centered 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.

2. Religious Education Student Entitlement

- All students should have access to a set number of teaching periods in Y7-11 (5 periods per fortnight).
- All students at Key Stage 4 will be taught the GCSE course: AQA Religious Studies (Christianity and Judaism).

3. The Legal Position

The school provides religious education for all students registered at the school. At Key Stage 3, Religious Education in our school 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.

4. 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.
- Develop morally, socially, culturally and spiritually and not just academically.
- 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.
- Learn more about themselves and their place in the world from their academic and creative exploration of religions and beliefs.
- Develop the ability to be able to appreciate and show tolerance towards others beliefs and values and respond in a positive way. For example, show interest in, and sensitivity to, others' experiences and values.

5. The aims of the Religious Education department are to help 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/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 an empathetic and critical engagement with different Christian beliefs and teachings.
- Understand the relevancy of Christianity today.
- Develop understanding of and respect for different beliefs and lifestyles. Learn about other faiths, their 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.

6. Curriculum and Delivery

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 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

YEAR 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 and Conflict).

7. Teaching and Learning

A variety of thinking hard strategies will be incorporated within 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 in order to prepare them for the skills needed to become confident and resilient learners.

8. 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 R.E mastery. 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.

Students' data from summative assessments will be tracked through a Personalised Learning Checklists (PLCs) 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.

9. The quality of learning in Religious Education at Hope Academy enables

- students from Christian families to talk openly about their beliefs and values in lessons without fear of ridicule
- students from other faith backgrounds to be encouraged in their faith
- students with no religious background to face the challenge of the Christian faith
- students to develop skills to achieve and exceed their challenge grades

10. Code of practice and withdrawal from Religious Education

Parents may withdraw their children 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 this school.

A parent who has a concern about the provision of Religious Education or Collective Worship should in the first instance contact the Head of Religious Education.