

Ocker Hill Academy



Aim High ● Aim Higher

Religious Education Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

Religious Education at Ocker Hill Academy aims to develop individual knowledge and understanding of the religions which form part of the locality. It also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

The RE Syllabus used at OHA is The Sandwell SACRE RE Agreed Syllabus 2018-2023.

Aims of the RE Curriculum (Taken from SACRE Syllabus)

- Acquire and develop knowledge of Christianity and other principal religions represented in the UK.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own and towards living in a society of diverse religions.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of principal religion represented in the UK.
- Enhance their spiritual, moral, social and cultural development by building awareness of fundamental questions of life, responding to such questions with reference to religious teaching and reflecting on their own beliefs, values and experiences.

Legal Requirements

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

Health, Safety and Well-Being

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to the visit. Staff will ensure that the context of

the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only present knowledge about a faith. Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

Time-Tabling for RE

RE is taught discreetly across KS2 at Ocker Hill Academy. Lessons are at least one hour per week and throughout the year all units of the SACRE Syllabus are covered. In addition to SACRE units, children can also be taught extra lessons around particular times of religious importance i.e. Christmas, Easter, Diwali, Ramadan to enhance their understanding. In addition to this, philosophy and PSHE sessions are often also linked to RE where possible (e.g. looking at respect, tolerance etc).

Teaching and Learning

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to the Academy and visits to places of worship should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community. Children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from those of the teacher. Teachers must be sensitive about the language that they use, for instance saying 'Christians go to church on Sundays' rather than 'I go to church on Sundays'.

Planning for RE

Teachers should base their planning on the planning provided in the Sandwell SACRE RE Syllabus 2018. Plans and resources should then be adapted and changed according to the needs of the class.

The syllabus has two main attainment targets:

- **AT1 – Learning about religion and beliefs**
Developing knowledge and understanding of religions: Enquiring, investigating and building knowledge about different religions.
- **AT2 – Learning from religion and beliefs**
Developing reasoning and evaluation skills: Questioning, exploring, reflecting upon, interpreting and justifying ideas about human experience in the light of religions and beliefs being studied.

Assessment

RE should be assessed using the RE knowledge and skills map. This assesses both children's knowledge of different religions and their ability to link findings, explain and understand what they have learned and link ideas and beliefs to actions.

Monitoring

In order to ensure continuity and progression, regular monitoring of planning, children's books, marking and assessment will be carried out by the subject leader. Feedback will be given to staff and any action which needs to be taken should be acted upon within a given time frame.

Resources

Resources are centrally stored and include books, pictures, artefacts, Posters etc. All materials should be handled very sensitively and with respect. If staff require any additional resources this should be discussed with the subject leader and SLT.