



Religious Education Policy

a) Introduction and rationale

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop students' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to students' 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.

RE makes an important contribution to the school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

[adapted from Religious Education in English schools: non-statutory guidance from DfES, 2010]

b) Aims

Religious Education contributes to spiritual, moral, cultural, social and intellectual development of students through the two strands of learning about religion and learning from religion.

Religious education aims to:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- **encourage students to explore their own beliefs** (whether they are religious or non-religious), in as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics.
- **enable students to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach students to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society

The RE syllabus does this through the study of the main world religions and by making this study relevant to the students' own experiences.

c) Legal Requirements

As required by law, Religious Education is provided for all students in accordance with Slough Agreed Syllabus (2006). The school's RE curriculum is based on the advice and guidance contained in the Agreed Syllabus.

d) Content and approach

- In **Key Stage 3**, Christianity, Sikhism, Hinduism, Judaism, Islam and Buddhism, are all studied in addition to the religions studied at Key Stage 2. Teaching is aligned with the Slough Agreed Syllabus.
- In **Key Stage 4**, all students will be entered for GCSE Religious Education at the end of Year 11. For this specification, Philosophy and Ethics are studied with the teaching mainly focused on Christianity, whilst still allowing students to opt to answer questions from other religions in the examination.
- In **Key Stage 5**, a General RE program is in place, where students cover the required 12 hours of study over the two years via whole year group activities including conferences, debates and visiting speakers.

More than 50% of the curriculum time available for RE is spent on Christianity, and by the time students reach the Sixth Form it is expected all the principal religions in Great Britain will have been studied. For each religion studied, the areas and concepts studied include symbolism, worship and celebration, authority, values and lifestyles, questions of meaning.

Two key skills will be developed at all stages. These are **reflection**, which includes reflecting on feelings, relationships, experiences, beliefs and practices and **empathy**, which includes consideration of others and their beliefs, feelings, thoughts, attitudes and values; development of the power of imagination in identifying feelings such as love, wonder, forgiveness and sorrow, and seeing the world through the eyes of others.

e) Teachers' Rights

The Governing Body and Headteacher appreciate that teachers have the right to withdraw from the teaching of RE, apart from those appointed specifically to teach the subject. However, it is hoped that teachers will feel able to contribute to the teaching of the subject whatever their personal beliefs and commitments.

f) Parents' Rights

Parents have the right to withdraw their children from RE lessons. Parents are encouraged to discuss this with the Headteacher and Subject Leader for Religious Education before making a final decision.

g) Monitoring and review

The implementation of this policy will be monitored by the Governors' Curriculum Committee.

Adopted by the Governing Body: 27 March 2012

Date of Review: March 2014