



WESTFIELD SCHOOL POLICY AND PROCEDURE

Religious Education

DATE REVISED: October 2024

WESTFIELD SCHOOL

POLICY DOCUMENT

RELIGIOUS EDUCATION

Rationale

Religious Education (RE) is a statutory requirement of the core curriculum. The Education Act requires provision for religious education for all registered pupils at the school, to be locally determined. The Education Act states that every pupil will receive Religious Education so far as is practicable. All pupils at Westfield School have Special Educational Needs and the question of practicality will relate to these needs and not to problems of staffing or premises.

Aims and Objectives

RE aims to provide pupils with knowledge and understanding of Christianity and other principal religious traditions represented in the UK; to develop an understanding of the ways in which beliefs influence people's behaviour, practices and outlook, and to encourage students to develop a positive attitude towards those who hold different religious beliefs different from their own.

Religion is the experience and expression of faith. Learning about religions and learning from religion are important for all pupils, as RE helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development, (SMSC) of individuals and of group communities. This will be explored through the following objectives:-

- To experience Christianity and other principal religions of the UK
- To have positive attitudes towards others, respecting their beliefs and differences
- To reflect on and consider their own values and those of others
- To learn about the main religious festivals
- To understand the world they live in as individuals and members of groups
- To deal with issues that form the basis of personal choice and behaviour
- To develop self confidence and awareness

Organisation and Progression

The RE curriculum has two attainment targets (AT):

AT1 Learning about religion and belief:

enquiry into and investigation of the nature of religion, key beliefs, teachings, and practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. Students are encouraged to communicate their knowledge and understanding using specialist vocabulary

AT2 Learning from religion and belief:

explores pupils' reflection on and responses to their own experiences and their learning about religion. It encourages students' skills of application, interpretation and evaluation of what they learn, particularly to questions of identity and belonging.

This is provided under the programmes of study in the Herefordshire Agreed Syllabus for Religious Education.

The recommended time allocation for each key stage is as follows:

KS1	-	36 hours per year
KS2	-	45 hours per year
KS3	-	45 hours per year
KS4	-	40 hours per year
FE		a minimum of 15 hours per year

These are adhered to as closely as possible bearing in mind that the classes are often a mixture of two or more key stages.

Religious Education makes a contribution to the five strands of the Every Child Matters agenda, and the principles of our values curriculum, with significant relevance to the Spiritual, Moral Social and Cultural (SMSC) aspect of the curriculum impact.

Teaching and learning approaches

Herefordshire SACRE has produced supplementary guidance on the planning, teaching and learning in RE for pupils with Special Educational Needs and Disabilities (SEND).

A wide variety of approaches are used to best meet the learning needs and styles of each student: these may be whole class, small group or individual teaching. Use is made of artefacts, videos, photographs, visits and visitors, stories, and experimental activities including ICT and the internet. As much as possible, the teaching of RE is included within the curriculum theme for the term, to enable students to make links to their own experiences. RE also lends itself to be taught using a multi-sensory approach due to the celebratory and exploratory nature of much of the content. Curriculum plans present a considered view of the breadth and depth of study appropriate to pupils at this school and the levels of achievement that are potentially possible.

Cross-curricular opportunities

PSHE, SMSC, citizenship, literacy, ICT, history, geography, art, food tech, PE, drama

Assessment, Review and Reporting

Students' achievement is recorded through photographs, written and practical work.

Student progress is measured against relevant targets within PSHE and Citizenship

Parental Involvement

Parents are invited to attend key assemblies and celebration events where possible.

Equal Opportunities

All pupils have access to Religious Education. Parental right to withdraw a child will be respected and alternative arrangements made for the pupil. Staff members have the right to withdraw on the grounds of conscience and where this right is exercised the school will make alternative arrangements on the timetable. Every individual has the right to be considered of equal value, and be given equal opportunities taking into account their own belief and ability.

This policy was recommended for approval by the Curriculum and Achievement

Committee on xxxx and subsequently approved by the Full Governing Body.

To be reviewed biannually.

Signed _____