



RE Policy

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Introduction

Diamond Wood Community Academy is made up of staff and pupils who originate from many nationalities, cultures and faith or non-faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils including new arrivals and non-native English speakers.

We believe that a Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school, the community and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the Agreed syllabus produced by Kirklees and Calderdale local authorities.

Legal Requirements

The statutory requirements are to be found in the education act (1944) and the education reform act (1988)

- RE must be taught according to a locally agreed syllabus prepared by a specially convened conference. At Diamond Wood Academy RE is taught within the Kirklees and Calderdale agreed Syllabus for Religious Education.
- RE must not be denominational but teaching about denominational differences is permitted.
- RE must be provided for all registered pupils but parents have the legal right to withdraw from RE lessons. At Diamond Wood Academy we ask all parents wishing to enact this right to meet with the head teacher prior to making a final decision to discuss any concerns or worries they have about the teaching of RE.
- Educational reform act 1988 states that RE must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country. At Diamond Wood Community Academy, the Syllabus we use for the teaching of RE meets all of the above requirements.

Teaching & Learning in RE

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our School we develop the children's knowledge and understanding of the major world faiths including those of no religion and we address fundamental questions concerning the meaning of life and the meaning of faith. We enable children to develop sound knowledge not only of Christianity but also of other key world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understating.

We help the children to learn from religions as well as about religions. The objectives of teaching religious education in our school are to help children:

- Develop an awareness of spiritual and moral issues arising in their lives
- Develop knowledge and understanding of Christianity and other major world religions
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own experiences and to develop a personal response to the basic questions of life

- Develop an understanding of religious traditions and to appreciate cultural differences in Britain today
- Develop, investigate and research skills and make reasoned judgments about religious issues, particularly in light of major events where stereotypes or discrimination may be targeted at a particular group of people or religion
- Have respect for other people's views and celebrate the diversity in society

Links to PSICHE

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin the individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social & Cultural Development & British Values

Through Religious Education in our School we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the differences between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faiths and values and in so doing they develop their knowledge and understanding of the cultural context of their own lives.

Assessment

In RE we assess the children's progress and attainment regularly and at least once per term. We use statements from the syllabus and have broken these down to meet three key steps for each year group. Emerging, Developing and Secure. These steps are carefully monitored by the Subject leader at regular points in the year. Assessments in RE do not take the form of written tasks they are often observations of role play, records from discussions and occasionally from the recorded work of pupils. Some children in year 2 are encouraged to make their own judgments about how they could further extend their knowledge in the future.

Monitoring & Review

The RE subject leader together with SLT is responsible for monitoring the standards of the children's work and the quality of the teaching on Religious Education. She is responsible for supporting colleagues in their teaching, for keeping informed of current developments in the subject and for providing a strategic lead and direction of RE in the school. The subject lead will be given regular time out of class to complete her monitoring and supporting duties and will provide clear feedback to SLT after this time, she will also report regularly to the School Governing Body in accordance with the schools biannual timetable.