

## Policy for Religious Education (RPE)

---

### The Kings of Wessex Academy Cheddar

### Church of England School

Last Updated Nov 2019

In our school our Christian vision shapes all we do.

#### **Believe and succeed-*'Blessed are those who have not seen and yet believe.'* John 20:24**

'Religious education in the Kings of Wessex Academy enables every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.'

RE Statement of Entitlement from the Church of England Education Office Feb 2019

RPE at Kings embodies the Christian vision of the Academy and the Christian values: 'The Kings' Principles of Pride' (*Positivity, Perseverance, Respect, Reconciliation, Integrity, Innovation, Democracy, Diplomacy, Equality and Empathy*)

RPE Vision-

***'Discovering, understanding and assessing the various religious and non-religious beliefs, teachings and practices of the world. Helping us to know, understand and appreciate ourselves and the environment in which we live.'***

#### **Policy Statement**

Religious Education (RE) has a very high profile within the Kings of Wessex curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religions and worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

#### **Legal Requirements**

As a Voluntary Controlled (VC) School, at Kings we are required to follow the locally agreed syllabus AMV-Awareness, Mystery and Value drawn up by the standing Advisory Council for Religious Education [SACRE]. However, as an upper school we support our Middle schools with the local agreed syllabus and all students study the Eduqas 9-1 GCSE from year 9.

The Eduqas 9-1 GCSE provides a curriculum which reflects 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religious traditions present in Great Britain.' [Education Reform Act 1988].

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

### **Manging the right to withdraw**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, we will undertake responsibility for their supervision with regard to health and safety. Information on these arrangements are clear on our website. There will always be opportunity for parents to discuss the contents of the RE curriculum with the Deputy Headteacher and leader of Curriculum (Mr Jason Edwards) should they have concerns.

### **Aims of RE**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know about and understand other major world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and world views
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

### **Teaching and Learning**

In line with the Church of England RE Statement of Entitlement [2019] at The Kings of Wessex Academy we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge, understanding and evaluation of core religious concepts

**Intent:**

- Learners follow the Eduqas 9-1 GCSE full course. The R.P.E curriculum is planned and delivered to all students (Yrs 9-11), it is designed to be engaging, relevant and accessible for all; the 8 unit R.P.E curriculum is sequenced to enable learners to make natural links between different religious beliefs and practice and for learners to successfully develop their knowledge (description), understanding (explanation) and evaluation (analysis) of religion and world issues.
- Learners over time will gain confidence to think, speak and write about different religious beliefs and practice using correct terminology (vocabulary), examples and evidence (actions, events, beliefs, sources of wisdom) to fully support their responses and make their own well- reasoned judgements.
- The R.P.E GCSE course allows student to gain a comprehensive knowledge, understanding and evaluation of Christianity (component 2)-the main religion of the UK and influential world faith, while also understanding and appreciating the foundations of Christianity by studying the key beliefs and practices of Judaism (component 3). This allows learners to have a greater appreciation of Judeo-Christian religious history as well as contextualising religious belief and practice over time. Learners also regularly engage with key Philosophical and Ethical life issues (component 1), exploring and assessing the different beliefs/attitudes/responses offered by a broad range of religious believers and non- believers.
- The R.P.E course prepares learners for life it is rich in literacy, developing and enhancing spoken and written skills of description, explanation and evaluation. R.P.E also prepares learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of historical and contemporary issues and fundamental British values – developing their understanding and appreciation of diversity of belief and practice – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

**Intent Summary:**

- ✓ Curriculum Vision: Clear to staff and students
- ✓ Scheme of learning: 8 units planned and mapped to compliment learning over time-sequencing
- ✓ Big ideas tackled: Religious and non-religious beliefs, teachings and practices applied to R/P/E issues
- ✓ Big questions asked: Rich questioning paramount to T and L (pedagogy and assessment)
- ✓ Spaced learning: Topics linked, and religious and non- religious beliefs revisited and reapplied (Yr9/10/11)
- ✓ Cultural Capital: Equipping learners with educational, social and spiritual skills for life
- ✓ Learning over time: Application of religion- skill building of Knowledge, understanding and evaluation (a,b,c,d)
- ✓ BV, SIAMS, SMSC: Rich in RPE-audited and evidenced in SOW, resources, teaching and outcomes
- ✓ Enrichment embedded: Visiting speakers, Church visits and Poland-Auschwitz visit
- ✓ Knowledge Rich: Knowledge of religion core to subject-Specialised staff- T and L, Co-planning, Exam training/CPL
- ✓ Love of learning: Staff model/ instil passion and enthusiasm for subject-resilience-metacognition are characteristic of RPE
- ✓ Literacy / numeracy: Embodied in pedagogy and resources (Key words-reading-highlighting-identifying-selecting-analysing)
- ✓ Non cognitive skills: Opportunity to regularly engage with emotional and spiritual content- develops emotional intelligence

**Implementation:**

- RPE GCSE is taught 1 hour per week in Years 9/10 and 1.5 hours per week in Year 11. RPE A level is taught by both specialists -8 hours per fortnight.
- There are two teaching rooms RE1 and RE2 and two full time teaching specialists with one part-time non- specialist.
- Teachers have excellent knowledge of the RPE and the Eduqas GCSE and A level courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise 9LJ/KL supporting non specialists-FI to deliver good RPE provision.
- Lessons are well planned, resources are engaging, and instructions are clear promoting learning and appropriate outcomes for all. Discussion about the subject matter is rich and allows students to think, speak and write coherently. Teachers check learners' understanding systematically through rich questioning, AFL activities and marking.
- Teachers identify misconceptions accurately. Verbal and written feedback is clear and direct.
- Routines are well established: the teaching framework is followed.
- Teachers/students know the expectations, success criteria and outcomes for the lesson-lesson activities. In doing so, teachers respond to misconceptions and adapt their teaching as necessary.
- Work booklets are implemented to aid the delivery of the course, to help students focus on literacy and to provide greater opportunity for reading and engagement with-examples and sources of wisdom. The order of teaching (8-unit content) is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Planning tools-mind mapping, scaffolding and sentence starters are given to help learners confidently build their skills of knowledge (description), understanding (explanation) and evaluation (analysis) regularly having opportunity to answer a,b,c,d style questions in work booklets, assessment books and for HW.
- Lesson content allows for opportunities of awe and wonder-students regularly consider big questions and engage with different perspectives-religious and non- religious (visually, auditory or through literature).
- Teachers use assessment criteria and assess their learners well- (seating plans, pedagogy, marking stickers, peer marking and feedback material) learners embed and use knowledge fluently to check understanding and inform future progress. Assessment is realistic, set appropriately and is effective for both Teacher and learners. (see Assessment map)
- The Classroom and teacher establish an environment that allows the learner to focus on learning- metacognition. BFL-Routines are consistent and follow the faculty policy, resources are current/relevant, displays are engaging and support literacy and promote resilience in learning.
- The resources and materials that are used reflect the intentions for RPE and clearly support the intent of the wider curriculum-King's values, British Values, SMSC providing knowledge and skills for future learning and employment.
- RPE provides a safe space to explore different perspectives allowing students to think, read, speak and write with clarity, explanation and evaluation.

## Implementation Summary

- ✓ Lesson design / structure: ¾ part lessons, clear learning objectives, the Kings' Learning framework followed
- ✓ Strategies used: Literacy starters, THINK-Speak activities, Think, Plan, Ink, Rich questioning, modelling, scaffolding-Pair share-self assessment-peer assessment-DIRT
- ✓ Resources used: Current and relevant (pictorial, video, auditory, artefact, literary and numerical)-Student centred
- ✓ Assessment. Summative + formative= Classwork, Homework and end of unit assessments (see assessment map)
- ✓ AFL: Key word match-highlighting-Rich questioning-statement grids
- ✓ Differentiation: booklets have differentiation build in-PPT slides scaffolding and help guidance -challenge boxes-Sets Year 11
- ✓ Learning Framework followed by all RPE subject staff
- ✓ Literacy / numeracy: Literacy rich- Census data-population charts-% of Church attendance
- ✓ Let's pause / let's think lessons 'Big Question'- have a natural place and part of RPE Pedagogy and planning
- ✓ Enrichment – linked to the curriculum 'visiting speakers' Church visits- Auschwitz and wider Curriculum Links- Theme/Values
- ✓ Behaviour for learning- RPE follows Kings' behaviour policy and Humanities faculty policy- (see policy)
- ✓ Relationships-Teachers build relationships and are consistent with reward and sanction procedures-House points/consequence points-RPE/star of the lesson

## Impact:

- Learners achieve well - GCSE and A level results consistently above National average and are consistently high in relation to regional outcomes. (see 2019 results and previous)
- Inclusion –full cohort is entered 100% with pass rate 9-1 98%. SEN/GT/PP and LTA provision mapped and implemented –see seating plans/strategies/ tracking data/FF tasks/extra sessions/mentoring
- T and L is strong in RPE (see Lesson observations-LW- SV- CPL records)
- Despite a department target for Boys and PP overall outcomes are above national outcomes.
- BFL is good in RPE (SIMS) and student participation is praised (HP records-Sims records)
- RPE pivotal to strengthening SIAMS/Kings values/British values/SMSC (see audit/SOW/Enrichment-Pupil participation)

## Impact summary

- ✓ Data – Final exam results, summative assessment data and termly tracking indicates positive progress being made by learners
- ✓ Monitoring – Cognitive outcomes in GCSE answers (WS) and learner participation in class-intuitive answers (LW-LO) shows RPE teaching and learning is having a positive impact on cognitive (Written/academic) and non -cognitive progress (emotional/spiritual) of learners
- ✓ Motivation: SOW shows a range of activities suiting different learning styles- Learners are motivated in lessons and towards the subject- (LO/WS/LW) FF usage-CW/HW submission
- ✓ Behaviour for learning: BFL is effective-SIMS records
- ✓ Students resilience: Effective and focussed DIRT-Progress over time (tracking data) Assessment data
- ✓ Collaboration: Transition-Humanities faculty strategies/approach-Trust work.  
Students can confidently pair share, Peer assess and work in groups.
- ✓ Engagement: Learners show good levels of engagement and good outcomes/attendance of lessons/extra sessions
- ✓ Self-Regulation: BFL records- DIRT and book/file tracking-Revision time tables-Extra session attendance-FF usage
- ✓ Metacognition: Routines are well established, Instructions are clear, Learners are aware of targets and next steps

### **Curriculum balance and time**

Reflecting the Kings of Wessex School's trust deed/academy funding agreement, Christianity should be the majority religion studied and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

### **Monitoring, Evaluation, Assessment, Recording, Reporting (see Assessment map)**

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision
- The headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans.
- The RE subject leader will assist the headteacher by monitoring RE through work samples.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for religious education. Generally, this will be an annual plan and should be informed by this policy.
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

**Date of last review:**

**Headteacher signed:**

**Date:**

**Chair of Governors signed:**

**Date:**