



Kings
Academy
Believe and Succeed

Religion Philosophy and Ethics Policy



DIOCESE OF
Bath&Wells

Living the story. Telling the story.

Date Adopted: 14 July 2024

Date of Review: 14 July 2027

The Kings Academy

RELIGION PHILOSOPHY AND ETHICS POLICY

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 Academy embodies the Christian vision of the Academy and the Kings' Core Values: **Positivity, Respect, Integrity, Democracy, and Equality.**

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 high profile within the Kings' curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide for the needs of learners. Pupils will be inspired by the subject and develop a wide range of skills such as inquiry, 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 an upper school, we support our Middle schools with transition and a continued curriculum, with all students moving in their learning journey to study the Eduqas 9-1 GCSE.

The Eduqas 9-1 GCSE provides a curriculum that 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 that have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

MANAGING 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 and health and safety. Information on these arrangements is clear on our website. There will always be an opportunity for parents to discuss the contents of the RE curriculum with the Deputy Headteacher and leader of Curriculum (Ms. Rachel Hopwood) 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 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 and non-believers.
- A pedagogy that installs respect for different views and interpretations; and, in which real dialogue and theological inquiry take 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 inquiry, analysis, interpretation, evaluation, and reflection.
- RE that makes a positive contribution to SMSC development and to pupils' understanding of Kings' Core values, human rights, and British values.
- An assessment process that has rigor 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 students 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 the 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 (Curriculum maps displayed in the front of the book)
- Scheme of learning: 8 units planned and mapped to complement 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 future residential trips.
- Knowledge Rich: Knowledge of religion core to subject-Specialised staff- T and L, Co-planning, Exam training/CPL

- Love of learning: Staff model/instill passion and enthusiasm for subject-resilience-metacognition are characteristic of RPE
- Literacy: Embodied in pedagogy and resources (Key words-reading-highlighting-identifying-selecting-analysing)
- Noncognitive 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 H3 and H5 and one full-time and two part-time teaching specialists with other members of the Humanities team teaching some classes in years 9 and 10.
- 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 LJ/KL/JLO supporting non-specialists to deliver good RPE provision and share resources using the RPE one drive.
- 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.
- 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.
- Resource booklets are referred to, to aid the delivery of the course, and help students focus on literacy. These provide greater opportunities for reading and engagement with examples and sources of wisdom. The order of teaching (unit content) is designed to help learners to remember in the long term and 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 the 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 effective for both Teachers and learners. (see Assessment map)
- The classroom environment and teacher establish an environment that allows the learner to focus on learning metacognition. BFL routines are consistent and follow the school systems. 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, and 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: clear learning objectives, do now activities, prior learning, and following the learning cycle of: **Prior learning, Explanation, Practice, and Review.**
- Strategies used: Prior learning, Literacy starters, SLC activities, Think, Plan, Ink, Rich questioning, modeling, scaffolding-Pair share-self assessment-peer assessment-DIRT.
- Resources used: Current and relevant (pictorial, video, auditory, artefact, literary and numerical)-Student-centered
- Assessment. Summative + formative= Classwork, Homework and end-of-unit assessments (see assessment map)
- AFL: Keyword match-highlighting-Rich questioning-statement grids
- Adaptions: Teachers make appropriate adaptions for students referencing updated learning passports, PPT slides scaffolding, and help guidance.

- Literacy rich- and numeracy referenced where appropriate: Census data-population charts-% of Church attendance
- Enrichment – linked to the curriculum ‘visiting speakers’ Church visits-and wider Curriculum Links-Theme/Values
- Behaviour for learning- RPE follows Kings’ behaviour systems.
- Relationships-Teachers build relationships and are consistent with reward and sanction procedures-House points/consequence points.

Impact:

- Learners achieve well - GCSE and A level results consistently in line with the National average and are consistently high in relation to regional outcomes. (See 2022 results and previous)
- Inclusion –full cohort is entered.
- LTA implemented –see seating plans/strategies.
- T and L is strong in RPE (see Lesson observations-LW- SV- CPL records)
- Despite a department target for Boys, SEND, and PP, overall attainment outcomes are above national outcomes.
- BFL is good in RPE and student participation is praised (HP records-CC records)
- RPE pivotal to strengthening SIAMS/Kings values/British values/SMSC.

Impact summary

- Data – Final exam results, summative assessment data, and termly tracking indicates progress being made by learners.
- Monitoring – Cognitive outcomes in GCSE answers (WS) and learner participation in class-intuitive answers (LW-LO) show RPE teaching and learning is having a positive impact on the 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) CC usage-CW/HW submission
- Behaviour for learning: BFL is effective-CC records.
- Students resilience: Effective and focussed DIRT-Progress over time (tracking data) Assessment data
- Collaboration: Transition-Humanities faculty strategies/approach-Trust work.
- 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 timetables-Extra session ETT Carousel attendance.
- 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 AND REPORTING (SEE ASSESSMENT MAP)

- Governors have the responsibility for monitoring how the RE in the school reflects its Christian vision.
- The Subject lead, Faculty lead, and SLT link have overall responsibility for monitoring and evaluation.
- The RE subject leader will ensure subject improvement by monitoring long-term and medium-term plans.
- The RE subject leader will monitor the effectiveness of RE through work samples, learning walks, and student voice.
- 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 practices.
- 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.