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LINWOOD SCHOOL RELIGIOUS EDUCATION POLICY

Originally written by RE Co-ordinator Mrs J King

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Revised March 2002/March 2005

Revised July 2009/ July 2012 by Elizabeth Yeong, RE subject leader

Revised June 2015 by Kirsten Lloyd, RE subject leader

Revised September 2015 by Gill Matthews, RE subject leader Springwood Campus

Revised January 2018 by Kirsten Lloyd and Gill Matthews RE subject leader Linwood, RE subject leader Springwood Campus

Revised May 2021 by Gill Matthews and Kirsten Lloyd RE subject leader Springwood, RE subject leader Linwood

KEY ISSUES

- RE is compulsory for all registered pupils including Post 16
- Linwood follows the LEA's Agreed Syllabus for Bournemouth & Poole 2017 – Any Questions
- The Ofsted report 'Transforming RE' 2010 points to the need for a more investigative, enquiry-based approach to RE teaching and learning. This requires the emphasis of RE to be on developing pupils' critical thinking and skills of enquiry and reflection.
- Christianity will be studied in each Key Stage, as well as other principle religions as stated on the Long-Term Plans.
- The Agreed Syllabus has three aims:
Know about and understand a range of religions and worldviews
Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews
Gain and deploy the skills that are needed to engage seriously with religions and non-religious worldviews
- It is a S.A.C.R.E recommendation that 5% of discrete teaching time should be spent on R.E. At Linwood School incorporating Springwood Campus, Littlewood Campus, Woodford Campus, Summerwood Campus and CHI, RE may be delivered as a discrete weekly lesson, or as part of assemblies and continued learning from assemblies, or over a short-concentrated block such as RE days.
- Three times a year, the level of attainment of individual pupils will be assessed and recorded.

INTRODUCTION

The 2002 Education Act states that religious education should be provided for all registered pupils except for those withdrawn at the request of their parents. This will include school children in Reception classes as well as Post 16 students. Special schools should comply as far as is practicable.

Teaching should: -

- Not be denominational (although teachings about denomination differences are permitted)
- Be unbiased and taught in line with the school's equal opportunities policy
- Not seek to convert pupils or urge a particular religion or religious belief on pupils
- Not be confined to information about religious traditions and practices, but extend to wider issues of morality and the impact religious beliefs and practices have on people's lives
- Meet the legal requirements for R.E.
- Follow the LEA's Agreed Syllabus for Bournemouth & Poole 2017 – Any Questions

Religious Education seeks to help students to explore their own beliefs and those of others. It deals with some of the deepest questions of life and recognises that great sensitivity is needed in addressing these issues. Religious Education must be provided in all schools under the terms of the 1944, 1996 and 2002 Education Acts. The LEA Standing Advisory Council for Religious Education (SACRE) will play an important part in reviewing the quality, staffing and resources of religious education and of school worship.

Religious Education should "reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account of the teaching and practices of the other principle religions represented in Great Britain"

The 1996 Education Act

Parents have the right to withdraw their children on religious grounds from religious education. If parents wish to exercise their rights, they are strongly encouraged to discuss this matter with the Head Teacher.

RELIGIOUS EDUCATION AT LINWOOD

As in all maintained schools in Bournemouth, we follow the Bournemouth and Poole Agreed Syllabus for R.E. 2017 – Any Questions

Religious education is considered to be special for four key reasons

- RE is special because it helps pupils think about themselves, their feelings, their relationships and their uniqueness as human beings. It has a lead role in pupils' spiritual, moral, social and cultural development;
- RE is special because it helps pupils understand the living world of religion, its significance for many people and its impact on societies and culture;
- RE is special because it helps pupils to think for themselves. To question, to listen to and understand other people's viewpoints, and to evaluate their own beliefs, ideas and values;
- RE is special because it actively promotes important skills (reflection, empathy,

communication, enquiry, analysis and evaluation) and attitudes (respect, open-mindedness, sensitivity, critical awareness and self-esteem)

The Agreed Syllabus recommends

- A. Know about and understand a range of religions and worldviews
- B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews
- C. Gain and deploy the skills that are needed to engage seriously with religions and non-religious worldviews

The Agreed Syllabus has three aims:

A. Know about and understand a range of religions and worldviews -

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and non-religious worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment, their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a non-religious worldview.

C. Gain and deploy the skills needed to engage seriously with religions and nonreligious worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Linwood is a special school with a very wide catchment area and a great diversity in family background. We need to take this into account when planning and delivering a programme for R.E.

As stated in the school's aims, we aim at Linwood to provide a learning environment which: -

- Promotes moral and spiritual development to examine the differences between right and wrong, assist pupils to be aware of the spiritual dimensions in humanity, and respect and appreciate the spiritual views of others.
- Embraces equality of opportunity to create a culture in which positive attitudes are promoted towards gender equality, cultural, ethnic, religious and social diversity, as well as special needs of all kinds.
- Raises awareness that we are part of a multi-cultural society.
- Has an atmosphere in which success is achieved and celebrated in oneself and others.

It is our intention therefore, to offer equality of access to the curriculum, across all subject areas, as part of the school's inclusive culture. We will continue to:

- Use a total communication approach to ensure full access to Religious Education.
- Set suitable learning challenges through the teaching of knowledge, skills, and understanding in ways that suit our pupils' abilities
- Differentiate work to meet individual needs
- Offer a range of teaching approaches appropriate to different learning styles to ensure that pupils take a full active part in lessons
- Ensure that pupils have access to a range of multi sensory resources to overcome potential barriers to learning

AIMS

The central aims of the R.E. curriculum are to help pupils to: -

- Develop spiritually through reflection on feelings and relationships and also by developing a sense of awe, wonder and mystery.
- Explore and discuss some of the important questions e.g. personal identity, suffering and death.
- Identify and consider their own values and commitments and to develop awareness of and sensitivity to the values and commitments of others around them, as well as believers from a variety of faith traditions.
- Develop skills such as reflection and empathy and attitudes such as self-esteem, respect, appreciation and wonder, in order to enrich their own personal development
- Develop knowledge and understanding of Christianity, and some of the other principal religions represented in Great Britain.
- Explore the way in which different religious traditions use a variety of art forms and artefacts to express their beliefs.
- For all students to experience different religions, cultures and worldviews in an appropriate way for them.



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R.E. AND ITS CONTRIBUTION TO SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

While not unique, religious education does have a significant role in pupils' spiritual, moral, social and cultural development. The important contribution R.E. makes to each of these vital areas of pupils' learning development is outlined below.

R.E. AND SPIRITUAL DEVELOPMENT

- Reflection on, and discussing key questions of meaning e.g. origins of life, life after death, existence of God
- Reflecting on and discussing the ways in which key moments in life (e.g. birth, initiation) are sometimes celebrated by religious ceremonies.
- Exploring the relationship between human beings and the environment: the ways in which religious beliefs affect peoples' attitudes towards the environment.
- Exploring relationships and how religions perceive the value of human beings and their relationships with one another
- Exploring how beliefs (including for some religious beliefs) contribute to personal identity
- Developing the expression of "inner" beliefs and feelings through art, music, dance, drama and story.
- Exploring a range of key emotions which lie at the heart of religious belief e.g. love, forgiveness, belonging, commitment.
- Reflecting upon experiences which people describe as "beyond the everyday" such as experiencing beauty, falling in love.

R.E. AND MORAL DEVELOPMENT

- Examining the influences on moral decision making e.g. family, friends, and media.
- Looking at religious teachings in relation to the value of human beings and other living creatures.
- Exploring issues of justice and fairness
- Exploring what is of ultimate value, both to pupils and believers within religious traditions
- Exploring the basis of moral decision-making and how religion is influenced by teachings, sacred texts, religious leaders.



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- Focusing on key statements from religions on values and ethical codes of practice.
- Exploring issues of truth and truth claims within religions.
- Focusing on issues of prejudice and discrimination and the influence of religious teachings upon these issues.

R.E. AND SOCIAL DEVELOPMENT

- Exploring teachings and beliefs within religious traditions on relationships
- Developing RE - focused attitudes of respect, sensitivity, open-mindedness and critical awareness.
- Investigating social issues from religious perspectives, recognising that there is sometimes diversity of viewpoint within the same religion
- Developing in RE key skills of empathy and communication
- Considering how religious beliefs lead to particular actions and concerns.
- Developing in RE personal evaluations of social issues using a range of reasoned arguments
- Exploring religious concepts, which underpin relationships, e.g. love, sacrifice, belonging, commitment.

R.E. AND CULTURAL DEVELOPMENT

- Considering how cultural identity can be explored through art, dance, drama, and music and literature in an RE context
- Developing cultural awareness from a religious perspective through encounters with people, stories, music and resources from differing cultures.
- Exploring how religious practices are influenced by differing cultural contexts.
- Exploring religious influences on local, regional and national cultures
- Developing attitudes of respect, sensitivity and open-mindedness
- Considering religious perspectives on issues of prejudice and discrimination
- Exploring how religious benefits contribute to cultural identity and practices
- Considering aspects of both agreement and conflict between different cultures.

TEACHING AND LEARNING

Pupils follow curriculums that match their cognitive development and supports their learning profiles.

Linwood School has the following curriculums across the campuses:

- Early Years Foundation Stage Curriculum
- Alma Curriculum
- Vita Curriculum
- Personalised National Curriculum

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum provides a set of common principles and standards for learning, development and care. The delivery of this curriculum is non-prescriptive although recommends a high level of free play and child-initiated opportunities for children to engage in their environments and for practitioners to observe the children's learning through both skills' development and motivation; we refer to this as the characteristics of effective learning.

The EYFS Curriculum is divided into 7 areas of learning including prime and specific areas.

The areas are as follow:

Prime areas:

- Personal, Social and Emotional development
- Communication and Language
- Physical development

Specific areas:

- Literacy
- Mathematics
- Expressive art and Design
- Understanding of the World

The prime areas underpin the more specific areas of learning, teachers will ensure competency in skills within the prime areas of learning before moving on to more specific areas.

Assessment

Pupils' learning, progression and attainment will be assessed using their individual SEND assessment maps at Littlewood and Springwood and using development matters at Linwood across the different areas of learning.

Pupils' learning and progression will be evidenced in their Tapestry online Learning Journals and Personalised Learning Plans.

Alma Curriculum

The Alma Curriculum does not include specific schemes of work. Instead it describes how a pupil's learning will be structured and managed by means including:



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- Staff expectations
- Teaching environments
- Teaching objectives and strategies
- Timetabling
- The complexity of information provided to pupils
- The balance of group and individual work

The Alma Curriculum is divided into eight domains, each addressing a specific aspect of learning. Colour coding is used in our planning and assessment documentation as detailed below.

- Social relationships and emotional development (red).
- Communication (purple).
- Conceptual development (green).
- Sensory responses (yellow).
- Understanding of time and place (orange).
- Orientation, movement and mobility (pink).
- Ownership of learning (blue).
- Responses to routines and changes (brown).

The domain which links broadly to the National Curriculum subject of RE is Social, relationships and emotional development.

Assessment

Pupils' learning, progression and attainment will be assessed using their personalised assessment maps and pupil profile summary sheets through Evidence for Learning.

Pupils' learning and progression will be evidenced in Evidence for Learning and Personalised Learning Plans.

Vita Curriculum

The Vita curriculum follows a four yearly rolling programme.

The Vita Curriculum is divided into 9 Domains each addressing a specific aspect of learning.

The Domains are as follow:

- Communication
- Independence
- Thinking, Problem solving and Engagement
- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design
- Personal and Social Development
- Physical and Mental Wellbeing

The Domain which links to the RE Curriculum is Understanding of the World.



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Assessment

Pupils' learning, progression and attainment will be assessed using their individual assessment maps across the different domains and pupil profile summary sheets through Evidence for Learning.

Pupils' learning and progression will be evidenced on Evidence for Learning.

Personalised National Curriculum

Students in Key Stage 3 will focus on 2 religions; Christianity and Islam. The students will learn about the religions through Living Faiths Islam and Christianity, an RE course that uses real-life case studies to present an in-depth look into how faiths are practised and lived in people's daily lives, and how this may impact the moral and ethical decisions they make.

Following on from the work in Key Stage 3, students in Key Stage 4 will be given the opportunity to work towards the following accreditations:

- GCSE Religious Studies
- GCSE - Short Course - Religious Studies
- AQA Unit Awards - Religious Studies

The decision for which accreditation is most suitable to work towards will be decided on an individual basis.

Timetabling

RE is allocated timetabled sessions as part of the curriculum timetable. RE education takes place as weekly forty-five-minute lessons for each year group. The curriculum is taught as a discrete lesson.

Assessment

Pupils' learning and progression will be assessed using RE I can Statements on Evidence for Learning.

Pupils' learning, progression and attainment will be evidenced using their workbooks and personalised learning plans.

Delivery of RE

R.E. is taught in most areas by the class teacher, but this may not always be the case.

It is a S.A.C.R.E recommendation that 5% of discrete teaching time should be spent on R.E. At Linwood School it may be delivered as a discrete weekly lesson, or as part of assemblies and continued learning from assemblies, or over a short-concentrated block such as RE days. At Springwood Campus RE will be delivered through weekly assemblies using the themes from the Bournemouth and Poole Agreed Syllabus 2017 as the focus.

A variety of teaching strategies and learning activities will be employed to enhance the delivery and quality of learning in R.E. Eg – Discussion, Using artefacts, Role-play, Story, Stilling activities.

R.E. lessons should follow a similar structure to other subjects of the curriculum, i.e. begin with a stated learning intention, followed by the main teaching activity and ending with a plenary.

At Springwood Campus each assembly will follow a lesson plan written by the leader of the assembly.



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Religious education provides a rich and wide range of experiences, both inside and outside the classroom, in which to develop the pupils' language skills of speaking, listening, reading and writing.

Useful links can be made between religious education and English. R.E. stories and texts may be used in English (with literacy aims) and then developed further within R.E. lessons.

Some examples of these are: -

- Stories with predictable structures
- Traditional stories from a range of cultures
- Parables
- Stories that raise issues e.g. bullying, injustice

Religious Education enjoys particularly close links with the creative and expressive arts, and many religious ideas and concepts can be explored through art, music, dance and movement.

We recognise the importance of using ICT to extend and enhance learning in R.E. All classes now have interactive whiteboards or Visilifts, and teachers are encouraged to use or create a range of presentations to develop the pupils' enquiries about different aspects of the religion being studied. Appropriate use to the Internet can be used to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions, and ethical issues, and extend ICT skills of finding, retrieving, collecting and presenting information.

ASSESSMENT, RECORDING AND REPORTING

Assessment is part of the teaching and learning process in R.E. and is primarily concerned with raising attainment. It is used to inform planning, build on previous learning and to open up new directions and developments.

Assessment in R.E will be ongoing, with attainment and assessment focus noted on the short-term planning sheets. It is important to remember that not all aspects of R.E. can or should be assessed e.g. spiritual and moral development, personal faith.

An evaluation of pupils' individual response to, and achievements in R.E will be included in the end of year Annual Report.

THE ROLE OF THE SUBJECT LEADER

The R.E. subject leader is responsible for setting targets for R.E., which will form part of the School Development and Improvement Plan.

Work is scrutinised on an annual basis which will include a range of written or photographic evidence.

Pupils' achievements are analysed on an annual basis using data collected.

Long, medium and short term planning is monitored to ensure continuity, progression, breadth and balance.

Lessons and assemblies are observed by the subject leader to monitor teaching and learning in order to identify strengths and areas for development.

The R.E. subject leader is responsible for managing the R.E. budget and ordering new resources. Resources at Linwood campus are currently stored in the cupboard in the Malcom Head building near the music room.

At Springwood Campus resources are currently stored in the resource cupboard opposite Earth class.

The R.E. subject leader is responsible for reporting to the Headteacher and Governors through the curriculum committee, regarding developments related to teaching and learning within the R.E. agreed syllabus.

The R.E. Policy will be continuously monitored and evaluated to ensure that it is an up to date working document, and will be reviewed on a three-year cycle.

The R.E. Policy can be accessed by all members of staff and Governors via the network in DOCS POLICIES. Governors and the Learning and Achievement Co-ordinator also have a paper copy of the policy