

## **Looe Community Academy - Religious Education Policy**

### **School Mission statement**

'To create and sustain a caring, learning community of high quality where everyone is valued for who they are and for what they may become' or 'Be The Best You Can Be!'

### **The Law**

RE is a statutory requirement within the basic curriculum. The basic curriculum is the National Curriculum and RE. Looe Community Academy follows the Cornwall Agreed Syllabus 2011 for Key Stage 3 and Key Stage 4 with all students completing full GCSE from 2014 within **Ethics Philosophy and Religion (EPR) lessons.**

### **Time allocation**

The recommended time is achieved:

- At Key Stage 3 the time allocation is 1 hour a week
- At Key Stage 4 the time allocation is 1 hour a week

### **Aims of EPR within Looe Community Academy**

The aims of religious education are to help pupils to:

Engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world

A religiously educated pupil in Cornwall must have the opportunity to:

- acquire knowledge and understanding of religions in Cornwall in the present day
- acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall
- acquire knowledge and understanding of Christianity and the other principle religions represented in Great Britain
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about issues arising from the study of religions
- reflect on own beliefs, values and experiences as part of their study
- enhance their spiritual, moral, cultural and social development by:
  - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  - reflecting on their own beliefs, values and experiences in the light of their study;
  - develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions and beliefs.

### **Attitudes to be fostered in EPR**

Attitudes such as respect, care and concern should be promoted through all areas of school life. In addition RE fosters:

- Commitment, fairness, respect, self- understanding, enquiry, openness.

(For further guidance see page 12 of agreed syllabus)

## **An outline of the Curriculum**

In selecting content to teach, colleagues should be mindful of:

- The legal requirement that 'we should reflect the fact that the religious traditions in GB are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in GB'
- The need to have a balance in all schemes of work between explicit RE (teaching about) and implicit RE (teaching from)
- The need to teach the statutory 'Core content' at each Key Stage:
  - Year 7 - Christianity (60%) Buddhism (40%)
  - Year 8 - Christianity (60%) Islam (40%)
  - Year 9, 10 and 11 – GCSE Religious Studies- Christianity and one other religion (Islam)

## **Planning the EPR Curriculum**

Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential. We recognise that maintaining high standards in RE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning. At Looe Community Academy EPR is taught as:

- Separate and clearly identified subject on the curriculum at both Key Stage 3 and Key Stage 4.

The following skills are to be reflected in learning opportunities at each Key Stage. These are:

- Investigation, interpretation, reflection, empathy evaluation, analysis, synthesis, application, expression and collaboration

(For detailed guidance see page 16 of Agreed syllabus)

## **Homework Policy**

EPR home work is set weekly in line with school policy at KS4, and fortnightly at KS3.

## **Resources**

A variety of stimuli are used to engage students to learn both in Key Stage 3 and 4. These include a good range of text books, worksheets, DVD's and video extracts, power point presentations, library and ICT facilities for independent research.

Visiting speakers are invited where appropriate: e.g. The Gideons, local clergy and representative from Islamic Centres.

## **General teaching requirements**

The contribution EPR makes to the general teaching requirements of the National curriculum are: effective inclusion, the use of language, opportunities in ICT and understanding of human rights legislation.

(For detailed guidance see pages 16/17 of Agreed Syllabus)

## **RE and inclusion**

In EPR the teaching material and resources are appropriately differentiated to meet the needs of all students regardless of their academic ability. Teaching Assistants are used where possible to support students in lessons and to prepare differentiated materials. Extension work is available for more able students.

(For further information see page 17 of Agreed Syllabus)

**Assessment**

Pupils are assessed in a range of areas including knowledge, understanding, skills and attitudes. Assessment informs teacher planning and preparation; pupil learning and attainment. Assessment has a formative and summative function for both, the teacher, pupil and parent. Assessment is built in to the medium term schemes of work. Written comments are used to inform for improvement:

- At Key Stage 3 assessment is based on the 8-level scale provided in the Agreed Syllabus as outlined on page 75-77
- At Key stage 4 assessment is based 'end of unit tests' grades in line with GCSE levels

**Reporting to parents**

The timing of profiles and interim reports fall in line with school procedures.

**Respect for religious and cultural diversity**

The EPR department supports the whole school policy to ensure that wherever possible other faith and cultural traditions and festivals are respected and celebrated.

**The right of parental withdrawal**

Where parents wish to withdraw children from EPR, parents will need to seek a discussion concerning this issue with a member of the senior leadership team. Should the request be granted the parents are expected to take personal responsibility for the religious education of the child.

(Further guidance is on page 18 of the Agreed Syllabus.)