



Beacon Hill Religious Education Policy 2011

Introduction

This policy should be read in conjunction with the Whole School Curriculum Policy.

It has been produced in accordance with the North Tyneside Agreed Syllabus and guidelines. This is the statutory syllabus for RE in North Tyneside and it will be used flexibly to best meet the needs of the pupils.

At Beacon Hill School it is felt that a broad based RE Curriculum can be seen as one of the means by which the statutory obligation to provide pupil's spiritual and moral development can be met. RE can provide this development in a cross-curricular way throughout all aspects of school life. RE can assist in helping pupils establish their own values and beliefs and also to have an understanding of others.



What is the importance of religious education?

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.

It offers opportunities for personal reflection and spiritual development.

Religious education encourages pupils to develop their sense of self worth, identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.

It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

It promotes discernment and enables pupils to combat prejudice.

Religious education is a dynamic, essential feature of a broad and balanced curriculum.

The Aims of Religious Education

Religious education should enable students to:

- acquire knowledge and develop understanding of Christianity and other principal religions represented in the United Kingdom, and particularly in North Tyneside
- develop an understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures
- develop the ability to reason and make decisions and judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom
- address fundamental questions about life and enable personal search for meaning and purpose through consideration of the beliefs and teachings of the principal religions represented in the United Kingdom
- reflect on personal experiences in the light of their study of religion and develop confidence in their own identity, beliefs and values
- develop positive attitudes towards other people who hold different views and beliefs
- develop a sense of belongings and responsibility as a member of a diverse community, locally, nationally and globally.

Religious Education helps us deliver the aims of Beacon Hill School in the following ways:

- 1. That has high expectations for continuous improvement in order to raise standards for pupils.*
- 2. In which all partners include, involve and inform each other.*
- 3. That actively develops parental partnerships for the benefits of the pupils.*
- 4. That positively promotes and encourages independence, confidence and self advocacy.*
- 5. That values communication and provides the time and opportunity to make it effective.*
- 6. That extends inclusion within the school and beyond.*
- 7. That gives pupils the skills and opportunities to make informed choices.*
- 8. That establishes an atmosphere of security, trust and respect for all.*
- 9. That celebrates achievement for all.*
- 10. That works in a creative and enterprising way to fulfil these aims.*



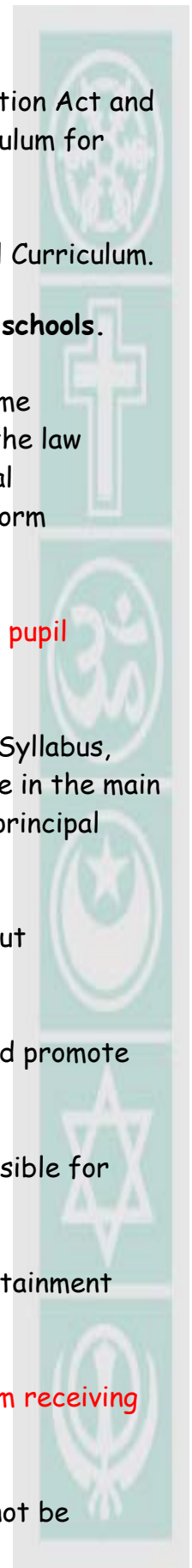
Religious Education and the Law

Legislation from 1944, the 1988 Education Reform Act, the 1996 Education Act and the 1998 School Standards and Framework Act, require that the curriculum for every school includes religious education.

Religious education has equal standing with the subjects of the National Curriculum.

The requirements for community schools and nonreligious foundation schools.

- Religious education must be provided for all pupils registered in full time education. This includes pupils who are registered in a reception class (the law relating to RE differs from that relating to the subjects of the National Curriculum), and those registered in school sixth forms (but not sixth form colleges).
- **Special schools must comply with the legislation and ensure that every pupil receives religious education as far as is practicable.**
- Religious education must be taught in accordance with the LA Agreed Syllabus, which 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 Great Britain.
- Religious education must be non-denominational, although teaching about denominational differences is permitted.
- Religious education, along with the National Curriculum subjects, should promote the spiritual, moral, social and cultural development of pupils.
- The head teacher, along with the governing body and the LA, is responsible for the provision of religious education.
- Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education.
- **Parents may request that their child is wholly or partly withdrawn from receiving religious education provided by the school.**
- Teachers may withdraw from teaching religious education and should not be discriminated against for their religious beliefs and practices



Religious Education and Learning across the Curriculum

a. Key skills

Religious education provides opportunities for pupils to develop those key skills, which in turn enhance the quality of learning in religious education:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language, (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments.
- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis.
- **information technology** through using CDROMs and the internet selectively, researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of religious education.
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity.
- **improving own learning and performance** through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work.
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

b. Spiritual, moral, social and cultural development

Each of these four areas can be viewed and planned for separately but opportunities for provision will often be interconnected.

Many opportunities for spiritual, moral, social and cultural development will arise naturally and will be inherent in, for example, the ethos of the school.

However schools should be able to monitor the quality of their provision and this cannot be done without careful planning and evaluation.

There are many significant opportunities within religious education for personal development arising from its distinctive content, teaching and learning experiences, resources and interaction which are crucial in learning about and learning from religion.

In particular, religious education can make a major contribution to a pupil's spiritual development.

Every Child Matters

Religious education makes a significant contribution to 'Every Child Matters' outcomes through its exploration of religious and ethical teachings in the following ways:

RE encourages children to be healthy through:	RE encourages children to stay safe by:	RE encourages children to enjoy and achieve by:	RE encourages children to make a positive contribution by:	RE encourages children to achieve economic well being by:
<p>-exploring what it means to reflect on religious beliefs about creation; investigating healthy living through religious teachings about food and drink and caring for the environment; consideration of attitudes to sexual relationships that promote well being of all;</p> <p>-encouraging a healthy mind through activities such as stilling, reflection, understanding prayer and meditation, and reasoned debate;</p> <p>- encouraging a positive self-image by enabling personal reflection and exploring ideas about the self from different</p>	<p>-giving opportunities to explore prejudice and discrimination including teachings from the faiths;</p> <p>- offering opportunities to consider rules and principles that guide individuals within communities and support the vulnerable.</p> <p>-helping them to consider who it is safe or wise to be influenced by or to follow: who should be their role models?</p> <p>- reflecting on the value of security gained from the family life, from religious community and ritual, from faith in the transcendent and from other sources;</p>	<p>-providing a rigorous challenging, good quality curriculum that enables pupils to learn about themselves and others through exploring religion and the big questions of life;</p> <p>- encountering living faith (e.g. through visits and visitors) and being given opportunities to ask and develop answers to their own questions and meaning and purpose;</p> <p>- setting clear and challenging standards and assessment criteria which enable all children to achieve appropriately promoting national accreditation at 14-19.</p>	<p>-enabling pupils to explore the concepts of identity, community and belonging in religions and develop positive views of their own;</p> <p>-encouraging pupils to evaluate the influence of religious rules and codes for living and the meaning of being 'law abiding';</p> <p>-giving opportunities to consider the nature of 'being human' and the positive common bond found in shared human experience;</p> <p>-enabling pupils to express their own views and ideas on all the questions RE addresses;</p> <p>-encouraging open mindedness in</p>	<p>-experiencing a curriculum that will allow them to grow and develop into individuals prepared for the working life, able to flourish in the workplace;</p> <p>-providing a curriculum that offers all learners (at KS4) the opportunity to achieve a nationally recognised and accredited qualification;</p> <p>-giving opportunities to consider and sometimes challenge the meaning of 'economic well being' through studying the responses of faith to money, wealth, generosity and responsibility;</p>

religious traditions; - enabling the consideration of teachings from the faiths about drug taking and intoxicants.	-encouraging them to be increasingly able to take responsibility for who and what they are.	- creating an inclusive RE curriculum that inspires all pupils, including those with special educational needs.	handling questions to which people have different answers. Helping to develop the ability to disagree respectfully.	-exploring religious critiques of consumerism and materialism; -encouraging pupils to continue exploring religious and spiritual issues that leads to life long learning.
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Religious Education Guidelines

- All pupils at the Foundation level, Key Stage 1, 2, 3, and 4 will have access to the Religious Education curriculum. Students at Post 16 are able to access RE as part of a more flexible timetable to pursue Work Related Learning.
- Pupils at Beacon Hill School study the programs of study from the Foundation Level, Key Stage 1, 2, 3 and 4 North Tyneside Agreed Syllabus.
- Religious Education for pupils with PMLD and at the Foundation Level will have strong links with the sensory curriculum.
- Wherever possible all Religious Education concepts should be taught using practical, experiential and artefact based approaches. Artefact resources are available for this purpose and are located at each site in groups appropriate for the Primary and Secondary curriculum.
- RE has cross- curricular links with other subjects, for example, Literacy, Science, Technology, PSHE, History, and Geography.
- RE can inspire children to view their world with a sense of wonder and delight.
- Access to the study of RE will be in accordance with the schools Equal Opportunities Policy.
- Pupils will use and develop all their senses during RE.
- Pupils will improve their communication skills during RE activities.
- Pupils will develop their Literacy skills during RE.
- Opportunities will be created to develop pupil's RE knowledge during extra curricular activities, i.e. outings, community visits, home/ school learning and break times.
- The use of signs, symbols and ICT will enhance learning in this area.
- Work in RE will be recorded regularly and this recording will inform pupils learning.
- RE can be an effective context for individual pupils to develop skills linked to their IEPs which will be monitored termly and reported to parents.
- Progress in RE will be reported to parents as part of the end of year report.
- Teaching in RE will be monitored by the Religious Education Co-ordinator each term and by the Senior Management Team or School Inspector. An Annual Action Plan for the subject will be agreed and regulated.

- Parents provide children with their first opportunities to explore the world around them. They continue to be an important part of helping pupils to understand their world throughout their school career. They will be provided with termly topic plans and may be asked to help with homework, continue investigations at home or contribute resources from home.
- Achievement in Religious Education will be celebrated in school by displays of children's work. This may take the form of photographs of activities, written work, pictures and artefacts.
- Regular inset will be provided for staff through the schools development plan. Advice on specific topics will be available from the RE Co-ordinator. Resources and training is also available from the North East Religious Learning Resources Centre.
- Pupils with ASD will be supported in Religious Education by offering them a known structure and systems of communication, i.e. PECS.
- Teachers will use a range of teaching and learning styles for Religious Education. This will include a 3 part lesson, curriculum visits, 1:1 work, supervised independent tasks, etc.
- Opportunities will be taken to promote positive images of other cultures through Religious Education.

Expectations in Religious Education for Pupils with Special Educational Needs

The Qualifications and Curriculum Authority have identified 'P' (pre) levels to assist teachers in determining attainment in religious education for those pupils identified as having special educational needs. These performance descriptions outline small, progressive steps before level 1 in the eight level scale.

P1 to P3 are common across all subjects, outlining the range of general performance that some pupils with learning difficulties might characteristically demonstrate.

Level	Performance descriptions Below Level 1, pupils...
P1 (i)	<ul style="list-style-type: none"> • Encounter activities and experiences. • May be passive or resistant. • May show simple reflex responses.
P1 (ii)	<ul style="list-style-type: none"> • Show emerging awareness of activities and experiences. • May have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. • May respond occasionally.
P2 (i)	<ul style="list-style-type: none"> • Begin to respond consistently to familiar people, events and objects. • React to new activities and experiences. • Accept and engage in co-active exploration
P2 (ii)	<ul style="list-style-type: none"> • Begin to be pro-active in their interactions. • Communicate consistent preferences and affective responses.

	<ul style="list-style-type: none"> • Recognise familiar people, events and objects. • Perform actions, often by trial and improvement and they remember learned responses over short periods of time. • Co-operate with shared exploration and supported participation.
Level	Performance descriptions Below Level 1, pupils....
P3 (i)	<ul style="list-style-type: none"> • Begin to communicate intentionally. • Seek attention through eye contact, gesture or action. • Request events or activities. • Participate in shared activities with less support. • Sustain concentration for short periods. • Explore materials in increasingly complex ways. • Observe the results of their own actions with interest. • Remember learned responses over more extended periods.
P3 (ii)	<ul style="list-style-type: none"> • Use emerging conventional communication. • Greet known people and may initiate interactions and activities. • Can remember learned responses over increasing periods of time and may anticipate known events. • May respond to options and choices with actions or gestures. • Actively explore objects and events for more extended periods. • Apply potential solutions systematically to problems.
P4	<ul style="list-style-type: none"> • Use single elements of communication to express their feelings. • Show they understand 'yes' and 'no'. • Begin to respond to the feelings of others. • Join in with activities by initiating ritual actions or sounds. • May demonstrate an appreciation of stillness and quietness.
P5	<ul style="list-style-type: none"> • Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. • Respond to a variety of new religious experiences. • Take part in activities involving two or three other learners. • May also engage in moments of individual reflection.
P6	<ul style="list-style-type: none"> • Express and communicate their feelings in different ways. • Respond to others in group situations and co-operate when working in small groups. • Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. • Carry out ritualised actions in familiar circumstances. • Show concern and sympathy for others in distress. • Start to be aware of their own influence on events and other people.
P7	<ul style="list-style-type: none"> • Listen to and follow religious stories. • Communicate their ideas about religion, life events and experiences in simple

	<p>phrases.</p> <ul style="list-style-type: none"> • Evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. • Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. • May communicate their feelings about what is special to them. • Begin to understand that other people have needs and to respect these. • Make purposeful relationships with others in group activity.
P8	<ul style="list-style-type: none"> • Listen attentively to religious stories or to people talking about religion. • Begin to understand that religious and other stories carry moral and religious meaning. • Are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. • Communicate simple facts about religion and important people in religions. • Begin to realise the significance of religious artefacts, symbols and places. • Reflect on what makes them happy, sad, excited or lonely. • Demonstrate a basic understanding of what is right and wrong in familiar situations. • Are often sensitive to the needs and feelings of others and show respect for themselves and others. • Treat living things and their environment with care and concern.

