



# SIR THOMAS BOTELER

## CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

## RELIGIOUS STUDIES/RELIGIOUS EDUCATION POLICY

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**Committee:** Ethos  
**Audience:** Staff, Governors, Students and Parents/Carers  
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This policy is available on our website or hard copies are available from the school office.



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## RELIGIOUS STUDIES/RELIGIOUS EDUCATION POLICY

### Context

*"Religious education is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion."* (DfE guidance)

Religious Studies can provide a rich and wide range of experiences inside and outside the classroom, which give students opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

It is a statutory requirement that RS comprises 5% of the curriculum timetable, as prescribed by the Diocesan Syllabus for RE and the locally Agreed Syllabus.

Religious Studies in this Church of England School is firmly rooted in the basic tenets of Christianity. The diocesan guidelines for RS are incorporated into the schemes of work, our approach is ecumenical and children of all faiths and no faith are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences. Students learn about religion in such a way that it enables them to develop a spirituality of their own. The Church of England has a wide variety of traditions within it and this encourages tolerance and openness.

"All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society." (2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)

In all cases, the school will follow the guidance set out in the Church of England Education Office Document 'Religious Education in Church of England Schools: A Statement of Entitlement.'

[https://www.churchofengland.org/media/1384868/re\\_statement\\_of\\_entitlement\\_ratified\\_national\\_society\\_council\\_june\\_16.pdf](https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_ratified_national_society_council_june_16.pdf)

### AIMS AND LEARNING OUTCOMES

- To enable students to understand the nature of Christian beliefs and practices, the beliefs and practices of other world faiths, and nonreligious beliefs, such as atheism and humanism. GCSE specifications require students to demonstrate understanding of two religions.
- To develop student's knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying.
- To teach tolerance, respect and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of living in a multicultural, multi-faith and multi-lingual society; considering that Cumbria has a comparatively limited ethnic mix. Community cohesion will also be built and maintained in RS lessons.

- To contribute to students' preparation for adult life in a pluralistic society and global community.
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions.'
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument.
- To maintain close links with local churches and other religious communities.
- To learn from Religion and beliefs in addition to gaining knowledge and understanding about Religion and beliefs.
- To be "informed" and "reflective", "enquiring" and "expressive":
- Enquiry – identifying questions or concepts for investigation
- Informed – selecting knowledge and understanding for active learning
- Expressing – planning for active involvement and response
- Reflective – providing opportunities for evaluating and responding.
- To develop students 'ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- To promote British Values. In Britain this is with a particular focus on Christianity but it also looks towards interfaith dialogue and a willingness to understand difference that it may be celebrated and overcome (not done away with).

## **GUIDELINES**

- Governors share responsibility with the Diocese and the Headteacher for ensuring that the requirements for religious education are met in their school.
- At Key Stage 3 pupils follow the schools' own schemes of work which reflect the aims of (both the diocesan guidelines and) the LA Agreed Syllabus.
- Students in Years 9, 10 and 11 follow a Religious Studies course based on the study of Christianity and Judaism. The Edexcel Religious studies course is followed for GCSE and commences in Y9. The course comprises of two papers: Specification B – Beliefs in Action. These examinations are taken at the end of Y11.
- Learning intentions are an integral part of each unit of work in both key stages. These are shared with pupils and form an essential part of the learning that takes place in each lesson.
- Diagnostic marking of selected pieces of work is a key feature of formative assessment. Feedback to Students will require action to improve or correct work.
- The teaching of language and literacy skills is fully integrated into the teaching of high quality RE.
- Summative assessment takes place at the end of each/most unit(s) of work.
- Formal mock examinations will take place in line with the school calendar.
- Home Learning tasks are set twice fortnightly from Y9-11, and in Y7/8 - one piece per fortnight. Students are expected to spend around an hour on each piece set.
- Reports are written annually for each year group.
- Interim grades are sent out to parents in accordance with the school calendar showing progress made and approach to learning.
- Assessments in RE are completed in accordance with the whole school assessment guidelines.

## **WITHDRAWAL**

Parents do have the right to withdraw their pupils from Religious Studies if they wish, but we hope that such a situation will not need to arise. Parents who do have concerns about the

provision and practice of RS are strongly encouraged to contact the school. Should parents still wish to withdraw their pupils from RS, they are required to state this in writing to the school. We consider that it is the responsibility of the parents who have chosen to withdraw their children from RE to provide acceptable alternative work for their children to do during RE lessons.

### **LINKS TO OTHER POLICIES**

This policy links directly to the following other policy documents:

- BEHAVIOUR POLICY
- SMSC POLICY
- LANGUAGE AND LITERACY POLICY
- TEACHING AND LEARNING POLICY
- ASSESSMENT POLICY

DRAFT POLICY FOR APPROVAL BY GOVERNORS