Queen Elizabeth II School
Religious Education Policy

Effective from:	**September 2023**
Signed by:	Helen Elphick
Reviewed:	**September 2026**
Next review date:	**September 2029**

This policy has been adopted by the Governors in consultation with the Headteacher, RE subject leader and teaching staff.

VISION

Our vision for Religious Education is to promote understanding and celebration of our own and others' values. We aim for our students to become caring and empathetic individuals who can share their own experiences and share in the experiences of those from different communities. We aim to empower our students to ask questions and gain insight into different belief systems through a variety of creative teaching methods. These include sharing stories, speaking to people from different religions and exploring artefacts.

VALUES

The school values of Creativity, Empowerment and Care underpin our teaching of Religious Education.

CONTEXT

The context of RE at Queen Elizabeth II Silver Jubilee School is that of SEND school, serving children in the age range 2-19. We teach according to the West Sussex Agreed Syllabus guidance for SEND schools. We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we are sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE. We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

Within the framework of the law and the Agreed Syllabus, the aims in RE at Queen Elizabeth II Silver Jubilee school are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;

- enhance their spiritual, moral, social and cultural development by:
- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
- reflecting on their own beliefs, values and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

TIME ALLOCATION

Students receive at least six hours of RE teaching half-termly, either throughout the term or during a RE-focussed day. RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

CURRICULUM

Our curriculum is informed by the West Sussex Agreed Syllabus for Education and adapted from the Cornerstones 'Love to Learn' curriculum. We use the 'Five Keys into RE' planning format recommended by the West Sussex Agreed Syllabus for learners with SEND. Through our 'Five Keys Into RE' planning, we place each learner as central to their learning and create authentic RE learning experiences that spring from their own needs. Students' learning is assessed against our Q levels and we are proud to share what they achieve through their learning journals, Earwig records and displays around school.

TEACHING AND LEARNING STRATEGIES

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

RESOURCES

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the therapy room and should be returned after use. Our school has invested in new books and religious artefacts. Our staff are given protected time to familiarize themselves with any new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. A regular audit of resources takes place by the RE subject leader in order to update our collection.

VISITS AND VISITORS

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship or participate in the visit of a representative to their RE class.

ASSESSMENT

We report on pupils' progress and attainment in RE to parents, as required by law. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

MONITORING, EVALUATION AND REVIEW

We intend that this policy should operate for the next three years and then be fully reviewed by all staff and governors. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

SELF-EVALUATION

The subject leader for RE will assess and review the subject's strengths and areas for development.

STAFF TRAINING AND CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider.

TRANSITION

We ensure that transition across key stages includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

WITHDRAWAL

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the Headteacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the Headteacher and a record kept of them.