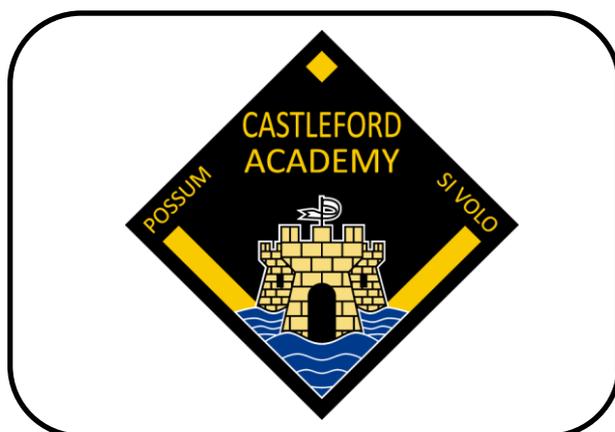




Castleford Academy



Religious Education Policy

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1. Introduction to Religious Education at Castleford Academy

This policy covers Castleford Academy's approach to Religious Education. We believe that RE contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Although it is not a National Curriculum subject, it is a legal requirement that all pupils receive a religious education as part of a broad and balanced curriculum, which promotes their spiritual, moral, social and cultural (SMSC) development, and their Fundamental British Values.

Castleford Academy adheres to the Wakefield Agreed Syllabus 2018-2023 when teaching KS3 and KS4 RE within the curriculum, and Pearson Edexcel Specification B when teaching KS4 RE as a GCSE option choice.

We want to ensure that our pupils are fully prepared to thrive in Modern Britain by ensuring our RE curriculum covers the following principles;

- Pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- RE develops in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils will gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

2. Purpose and Aims of Study

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so that they can:
 - 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 worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and 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.
- Gain and deploy the skills needed to engage seriously with religions and 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.

3. Content and Approach

The teaching of RE will involve direct teaching, whole class, group, paired and individual activities. Through a range of strategies such as; enquiry, exploration, discussion, asking and answering questions, artefacts, and visitors of faith and belief so that pupils are actively engaged in their learning.

Teachers and pupils will agree ground rules in accordance to the academy's three universal rules; ready, respect and safe to ensure a professional and positive learning environment. Content is delivered in a non-judgmental, factual way and allows scope for young people to ask questions, those questions will be answered in a sensitive manner. Teachers should never feel obliged to discuss their own beliefs to ensure they don't influence or restrict the pupils' own expression.

We promote the needs and interests of all pupils, irrespective of culture, faith or ability by fostering equality through our extensive SMSC & Fundamental British Values programme, which is at the heart of our curriculum. Religious teachings on LGBTQ+ rights will be delivered in a sensitive manner in order to include all beliefs, genders and sexualities and to avoid any potential feelings of exclusion.

The majority of a pupil's religious education will reflect the fact that the religious traditions in Great Britain are mainly Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

If you would like to know what content is being taught and to which year group, please refer to the KS3 Learning Journey or KS4 Curriculum Map on the website.

4. Time Allocations for RE

Please see the Curriculum Policy for the time allocations set for each key stage.

5. Assessment, Recording & Reporting

The teaching of RE is well led and effectively managed, the standards and achievement in RE are subject to regular assessment and evaluation. We are committed to parents and carers by providing their child with an outstanding RE curriculum, with care and respect at its core, and often ask them to become involved in their child's learning through parent engagement homework.

6. Training & Support for Staff

Opportunities are provided for teachers to identify individual training needs on a regular basis, where relevant support is provided to ensure they are equipped with the knowledge to best support the pupils in their care. High quality resources support our RE provision, and are regularly reviewed during CPD time.

7. External Contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive learning environment which champions democratic values and human rights. Therefore, external contributors (such as



The Cross Project, BHS Workshops, & Roop Singh Storyteller) make a valuable contribution to the RE programme. Their input is carefully planned and monitored so as to fit in with the curriculum. Teachers are always present during these workshops and remain responsible for the effective delivery of the RE programme.

8. Right of withdrawal

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). If a pupil is withdrawn from RE, the academy has a duty to supervise but not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. If you would like to discuss alternative arrangements, please contact the Head of RE.

9. Policy renewal

This policy will be reviewed annually.