



# RE Policy Reviewed November 2015

*All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.*



Policy Written by/date:	Signed/Date: Chair or Vice Chair	Policy due for review:
Alison Johnson November 2015		November 2017
		January 2018

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• SEN</li> <li>• English (incl Library)</li> <li>• Art</li> <li>• DT</li> <li>• Forest Schools</li> <li>• Humanities</li> <li>• Maths</li> <li>• P.E</li> <li>• PSHE</li> <li>• ICT/Computing</li> <li>• R.E</li> <li>• Collective Worship</li> <li>• Science</li> <li>• Sex and Relationship Education (SRE)</li> <li>• Careers</li> <li>• Post 16 (inc Consortium)</li> <li>• Communication</li> <li>• ASD</li> <li>• Music</li> <li>• School Council</li> <li>• Spiritual, Moral, Social and Cultural including promoting fundamental British Values</li> <li>• Teaching and Learning</li> <li>• Conductive Education</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection and Safeguarding</li> <li>• Inclusion Policy and SEN Info</li> <li>• SEN Report</li> <li>• Positive Intervention</li> <li>• Prospectus</li> <li>• Pupil Attendance</li> <li>• Anti—Bullying</li> <li>• Designated Teacher (LAC)</li> <li>• Exclusions Policy</li> <li>• Volunteers</li> <li>• Animal Visits</li> <li>• Educational Visits</li> <li>• Exams/Accreditation</li> <li>• Staff Dress Code</li> <li>• First Aid Health and Medications</li> <li>• Intimate Care</li> <li>• Manual Handling/Mobility</li> <li>• Initial Teacher Training</li> <li>• Planning, Preparation and Assessment</li> <li>• Continuing Professional Development</li> <li>• Teaching Assistants</li> <li>• Well-Being of Staff and Student</li> <li>• SEF</li> <li>• SDP</li> <li>• Bereavement</li> <li>• Use of Photography and Video</li> <li>• Acceptable Use</li> <li>• E-Safety</li> <li>• Non-Smoking/Electronic Cigarettes Policy</li> <li>• Complaints</li> <li>• Assessment, Recording and Reporting</li> <li>• Parental Involvement</li> <li>• Student Participation</li> <li>• Home School Agreement</li> <li>• Healthy Eating</li> <li>• Transition</li> <li>• Pupil Premium</li> <li>• Supporting pupils in school with medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Data Protection</li> <li>• Confidentiality</li> <li>• Pay Policy</li> <li>• Register of Business interests of HT and Governors</li> <li>• Accessibility Plan</li> <li>• Charging</li> <li>• Freedom of Information</li> <li>• Publication Scheme</li> <li>• Staff Grievance</li> <li>• School Companies</li> <li>• School Income</li> <li>• Lettings</li> <li>• Code of Conduct for all Staff</li> <li>• Governor Allowances</li> <li>• Allegations of abuse against staff</li> <li>• Health and Safety</li> <li>• Retention of data</li> <li>• Recruitment and Selection Policy (Safer Recruitment)</li> <li>• Governing Board Succession Planning</li> <li>• Whistleblowers</li> <li>• Instrument of Government</li> <li>• Staff Discipline, Conduct and Grievance procedures</li> <li>• Equal Opportunity Policy</li> <li>• Equality Duty</li> <li>• Staffing Structure</li> <li>• Staff Attendance Planned</li> <li>• Staff Attendance Unplanned</li> <li>• Anti-Harassment</li> <li>• School Emergency Plan</li> <li>• Critical Incidents</li> <li>• Transport</li> <li>• Pool Safety and Procedures</li> <li>• Lone working</li> <li>• Capability Policy</li> <li>• Visiting speakers policy</li> <li>• Appraisal</li> </ul>

## **GSSC**

### **Religious Education and Collective Worship Policy**

This revised policy has been written in November 2015 by the co-ordinator responsible for RE in conjunction with the Curriculum Committee. It was approved by Governors and it will be monitored and reviewed bi-annually as part of the school's monitoring cycle or sooner if required.

#### **National and Legal Framework**

RE at GSSC will be provided in line with the DfE Guidance *'Religious Education in English Schools: non-statutory guidance 2010'*

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

and *'Promoting fundamental British values as part of SMSC in school November 2014'*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

The curriculum at GSSC will include provision for Religious Education for all pupils on the school roll; the content of RE shall reflect that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain; RE provided shall be in accordance with the locally Agreed Syllabus for Northamptonshire (SACRE 2011-2016).

#### **Curriculum Development**

As part of Whole School Curriculum Development at GSSC, we are continuing to work collaboratively with other Special Schools in Northamptonshire to develop a 'skills based curriculum' for all of our pupils that will focus on the learning of and consolidating of key skills across all curriculum areas.

#### **Whole School Aims and Objectives**

At GSSC our Mission is "to provide a rich and varied curriculum that will challenge and channel student's natural curiosity, encouraging them to explore and make sense of the world in which they live"

RE has an important contribution to make towards this by providing a caring environment where pupils feel secure and able to express their views and beliefs, where they are encouraged to value their own opinions, whilst also developing respect and sensitivity for the views of others.

Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith groups to help develop this aim.

#### **Within the framework of the Agreed Syllabus, our aims in RE 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 beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions 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 other belief systems, 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 beliefs.

### **Right of Withdrawal**

Parents may withdraw their children from Religious Education provided they give written notification to the school.

The school will ensure that suitable supervision is provided.

Staff must refer to the Headteacher any questions relating to withdrawal from RE from parents.

We note that teachers can exercise their right to withdraw from teaching RE if they wish to do so but must give notice of their intention in writing to the Governing Body.

RE does not seek to urge religious beliefs on pupils or staff, or to compromise the integrity of their own beliefs by promoting one religion over another.

We hope that all parents and teachers will feel comfortable with the open Religious Education being taught at our school and we encourage the participation of all.

### **Equal Opportunities**

The teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

### **PSHE, Citizenship and Community Cohesion**

Religious Education explores moral codes and values that underpin people's behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs which help to prepare children to become valuable citizens in a culturally diverse society.

We try to ensure that visitors from different Faith Communities and cultural backgrounds and visits to places of worship both within the immediate community and the wider community are planned into the RE Programme of Study where possible. This helps to develop community cohesion throughout Religious Education.

### **Spiritual, Moral, Social and Cultural Development**

Religious Education plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to their social and cultural development. This is outlined in detail in the Agreed Syllabus.

### **British Values**

Pupils explore the values and attitudes that underpin being British, both in society and the wider world. This includes developing respect and sensitivity for others whilst celebrating the important days in the history of Britain. This supports the pupils in learning the history of where we have come from and where we are going. This

prepares them by giving them a range of views, opinions and beliefs to become valuable citizens.

### **Collective Worship**

The aims and objectives of Worship are for pupils to be given the opportunity to participate in an experience which can lead to a heightened sense of spiritual awareness and opportunity for quiet reflection. Assembly can emphasise the ritual and ceremonial aspects of worship and can be used as a springboard from which to launch a project or inspire a larger number of pupils at one time. It will create the opportunity to share in achievements and celebrate special occasions in the life of the school and individual pupils through recognition by certificates, the school merit system and through community projects.

Through Collective Worship the pupils will demonstrate the importance of music and singing in the celebration of Christianity and other faiths. Assembly, Worship and Religious Education are distinctive activities which help the school deliver a broad and balanced curriculum.

### **Structure**

At GSSC we have daily collective worship in the mornings at 8.50am – 9.00am and have dedicated daily assemblies for specific cohorts of pupils across the school, relevant to Key Stage or sensitivities from 9.05pm – 9.20pm On Fridays there is an extended assembly for the whole school with celebration of achievements from 9.00am – 9.30am.

The assembly will consist of;

- A song or piece of music chosen by pupil, class or teacher.
- An opportunity to focus on an issue that may be moral, social, cultural or spiritual and that helps students develop their own personal identity/place within the school community.
- Celebration of pupil achievement over the week
- An opportunity for quiet reflection
- Celebration of any special occasions that day eg birthdays

For some pupils it is appropriate to have a separate act of daily worship within their classrooms.

Special whole school celebrations of the Christian festivals of Harvest, Christmas and Easter will also take place to which parents and leaders from different faiths may be invited.

### **Context**

- The context of RE at GSSC is that of a secondary special needs school, serving pupils in the age range 11-18 (Key Stages 3,4 and 5).
- We work to the Northamptonshire Agreed Syllabus.
- We recognise the variety of religious and non - religious backgrounds from which our pupils come from.
- We welcome the diversity of our pupils and their families and we intend to be sensitive to the home background of each child.
- We are glad to have the active support of members of local faith communities in RE and in general.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in these areas.

- We feel that it is important that the pupils are not only introduced to the faiths of those within their school community but also to those faiths represented in the wider community.
- An introduction to the key beliefs, practices and impact of faith will hopefully lead to understanding, sensitivity and respect for fellow humankind.
- Religious Education helps this by welcoming visitors from other cultures and beliefs to talk to the pupils and by pupils experiencing visits to diverse places of worship themselves. Pupils also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship.

### **Time Allocation**

The time allocated at GSSC will be six days over the six terms, plus Easter, Christmas and Harvest Festival services. RE curriculum time does not include Assembly or Collective Worship.

### **Scheme of Work**

A detailed scheme of work on a five year rolling programme is available for Teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus. GSSC will use the Equals Schemes of Work for the program of study and unit of work. RE will be based around the term's Creative Curriculum themes which will involve Christianity and the main religions.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can use the "Beginner's Guide to religions" in the Agreed Syllabus Support Materials. Further materials are available from the RE Subject Leader.

### **Teaching and Learning Styles**

Our aim is to ensure that a variety of teaching and learning styles are adopted by teachers in Religious Education to allow all learning and progress to be pupil led with pupil voice heard. This enables pupils to encounter their preferred learning style as well as to develop a broad repertoire across the subject. The teaching and learning styles are used to promote and develop a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which we use are:

Dramatic conventions;  
 Group work;  
 Individual reflection;  
 Use of music and art;  
 Artefact handling;  
 Multi - sensory approaches;  
 Visits and visitors;  
 Use of ICT;  
 Use of photos, posters, DVDs.

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Attainment Targets of the Agreed Syllabus in a balanced way.

### **Resources**

A wide range of resources are in place for each topic area within Religious Education. Resources are stored in Humanities store room, and should be returned after use.

The school annually invests in new books, religious artefacts, videos/DVDs, picture packs and posters, and staff may need to familiarise themselves with the new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions and “big” books for a whole class story time.

### **Visits to Places of Worship**

We are able to visit churches and other buildings used by religious faiths in Northampton and Northamptonshire, where faith leaders and other members of the community are willing to meet with pupils and become involved in our RE. We aim to use this valuable resource for all pupils.

The RE Subject Coordinator supports to organise these educational visits. Guidance for planning visits is provided within the offsite visits policy.

### **Special Educational Needs**

RE contributes by ensuring that pupils with learning difficulties are able to:

- Develop their self–confidence and awareness;
- Understand the world they live in as individuals and as members of groups;
- Bring their own experiences and understanding of life into the classroom;
- Develop positive attitudes towards others, respecting their beliefs and experience;
- Reflect on and consider their own values and those of others;
- Deal with issues that form the basis for personal choices and behaviour.

At GSSC access to RE for pupils with learning difficulties will be through:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, sounds, tactile artefacts, plants in a sensory garden;
- Giving pupils first hand experiences, for example, visitors to schools, visits to religious buildings, involvement in festivals;
- Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using a range of resources, for example, interactive/sensory stimuli, information and communication technology, to increase pupils’ knowledge of religions and the elements in them;
- Using specialist aids and equipment;
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves;
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing.
  
- Being aware of the pace at which pupils work and of the physical and mental effort Required to achieve.
- Balancing consistency and challenge, according to individual needs.

### **Gifted and Talented**

Gifted and talented pupils in RE are identified by teachers as those pupils who:

- Show high levels of insight into and discernment beyond, the obvious and ordinary;
- Make sense of and draw meaning from religious symbols, metaphors, texts and practices;

- Are sensitive to, or aware of, the mysteries of life and have a feeling for how these are explored and expressed;
- Understand, apply and transfer ideas and concepts across topics in Religious Education and into other religious and cultural contexts.

It is important that the full range and scope of Religious Education activities and learning experiences give pupils access to high levels of attainment. For example, pupils who are gifted and talented in Religious Education should be appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena;
- Encouraging a greater depth of understanding;
- Using authentic materials from a faith;
- Focusing on interpretation of symbol, metaphor, text and story and the ways in which these stimulate reflection on meaning and discernment;
- Challenging and developing use of spoken and written religious language with both sacred texts and general literature;
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials;
- Using questions and tasks from later key stages to stimulate responses through argument, analysis and prediction;
- Encouraging pupils to make connections between their work in RE and other subjects.

### **Assessment, Recording and Reporting**

In line with the requirements of the Agreed Syllabus for RE, we use Level Descriptions to help make judgements about pupil progress and attainment. Pupils' work in RE is assessed by making informed judgements both by staff and the pupils themselves during lessons and at the end of a unit of work.

An annual report for RE will be prepared for parents, as part of the pupil's Annual Review Report reporting on their child's progress and attainment. We will make specific, individual, accurate comments on each pupil's progress in RE, based on regular monitoring of work with regard to the attainment targets of the Agreed Syllabus. The RE co-ordinator will keep copies of exemplar work to clarify our understanding of quality of learning about religion and belief and learning from religion and belief.

### **Self Evaluation, RE and Inspection**

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject and ensure that they keep up to date with current legislation.