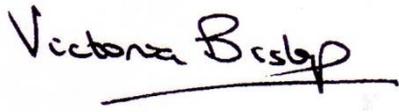




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Humanities & Religious Education Policy
Reviewed	January 2017
Associated Policies	Curriculum Policy
Originator	J. Biggar
Approved	



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

1.0 Religious education.....	3
2.0 Aims of religious education at Sir Christopher Hatton Academy	3
3.0 Religious education links to SMSC.....	4
4.0 Teaching and Learning	4
5.0 Inclusion.....	5
6.0 Assessment for Learning.....	5



1.0 Religious education

1.1 The education Act of 1988 and reform of 1996 and 1998 requires all students to have religious education provision. At Sir Christopher Hatton Academy all students are provided with religious education which more than meets the minimum requirements. At KS3 all students follow the Northamptonshire Locally Agreed syllabus as set out by the LA in conjunction with SACRE. The agreed syllabus should “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain” Education Reform Act (ERA).

1.2 The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

1.3 It is also a parental right to remove a child from RE lessons. The religious education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LA’s Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. At KS4 some students study GCSE RE following the AQA Specification A, which means they receive more than the required minimum as directed by QCA. All students in addition study discrete core RE to meet the requirements laid down by the QCA and basic curriculum. At KS5 students receive the minimum requirement in the form of registration with form tutors and life-skills. Moreover, all students at KS5 are taught RE and SMSC discretely as per QCA guidelines. Philosophy and Ethics is offered at A-Level and uptake is strong.

2.0 Aims of religious education at Sir Christopher Hatton Academy

2.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Sir Christopher Hatton Academy we develop the children’s knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it



means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions

2.1 RE at Sir Christopher Hatton Academy has three main aims in order to meet National Curriculum and other statutory requirements, these include:

- To encourage pupils to reflect upon and search for experiential meanings, and to be able to communicate their beliefs through discussion and behaviour.
- To ensure pupils understand right and wrong, have respect for others, their property and truth, being concerned as to the effect of their actions and having the ability to make and demonstrate reasonable and reasoned judgements.
- To provide pupils with a basic understanding of major world religions and a range of views on spiritual and moral issues.

3.0 Religious education links to SMSC

3.1 Religious education is intrinsically linked into all areas of the curriculum and has cross curricular links with life skills and geography and history. It has particular links with social, moral, spiritual and cultural developments. Every child matters policy supports this RE policy in order to ensure the care and guidance of all students is supported throughout their religious education.

3.2 Every week a thought of the week is published and materials are produced for form tutors to discuss with their tutees.

4.0 Teaching and Learning

4.1 Religious education is an essential and valued subject that is delivered by a specialist team of teachers. Religious education is taught in line with the school teaching and learning policy which is aimed to meet the needs of all students in a range of styles. Students are encouraged to reflect on their experiences and discuss their opinions in a safe and caring environment. The students are expected to behave in line with the school behaviour policy and show respect to their peers and their teacher. Delivery of religious education aims to:

- Develop an awareness of spiritual and moral issues arising in their lives
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills, and make reasoned judgements about religious issues
- Have respect for other people's views, and celebrate the diversity in society

5.0 Inclusion

5.1 Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

6.0 Assessment for Learning

6.1 Progress of students is measured in a number of ways. At KS3 formal assessments are carried out at 6 times a year in order to provide formal feedback on targets. Alongside formal assessments students are continually assessing their progress through peer and self-assessment in lessons and through feedback with their teachers, this continues at KS4 and KS5. At KS4 and 5 students are formally assessed through past practice exam questions and mock exams. AFL should be integrated alongside the A4L Humanities department policy.

6.2 The Head of RE (Phil Bond) and the Senior Leadership Team regularly monitor student progress to ensure students are working towards the targets set.