



King's Cross Academy

KCA Religious Education Policy

Purposes of this Policy

- To reaffirm the Academy's strong commitment to helping children develop a tolerant, inclusive ethos that seeks to understand the beliefs and practices of others.
- To recognise the role of RE in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.
- To value the role of RE in equipping children to be better equipped to cope with the responsibilities and experiences of adult life.
- To promote the Academy's philosophy of learning by emphasising our belief that RE should be a child centred, reflective and exciting journey rather than merely the acquisition of inert content.
- To emphasise that through RE, children will learn to use problem solving skills, understand the World and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness.
- To state clearly that RE is not about *practising* a particular Faith nor even about assuming that everyone necessarily *has* a Faith; instead, RE is about exploring how people reflect and make sense of their place in the World and the kinds of moral commitments people make. Reflection and moral commitment can equally be a feature of those who do not profess any particular organised Faith.

Legal Requirements

- The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988).
- RE is part of the basic curriculum but not of the National Curriculum.
- It must be taught according to a locally agreed syllabus prepared by a specially convened standing conference. At King's Cross Academy, RE is taught within the Camden agreed syllabus for Religious Education (Living Difference).
- RE must not be denominational but teaching about denominational differences is permitted.
- RE must be provided for all registered pupils but parents have the right to withdraw their children from RE lessons. If a parent wishes to withdraw their child, they should be asked to put this in writing and a meeting with the Headteacher should be offered to discuss how RE is taught. Withdrawn children will need to go to the parallel class in the year group during RE sessions.
- The Educational Reform Act (1988) states that 'RE must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'.
- The Camden Agreed Syllabus for Religious Education meets the above requirements.

The aims of RE in the Academy

At King's Cross Academy, we view Religious Education as enabling tolerant reflection on beliefs. The Academy's starting points in this are the two Attainment Targets in Camden's Agreed Syllabus (2007):

1. To develop knowledge and understanding of religion (learning *about* religion);
2. To explore and respond to human experience (learning *from* religion).

At King's Cross Academy, we aim to help pupils to:

- acquire and develop their knowledge and understanding of Christianity and the other principal religions/systems of thought represented in great Britain; namely, Sikhism, Judaism, Islam, Buddhism and Hinduism.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions/thought systems;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions/thought systems.
- enhance their spiritual, moral, cultural, and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and thought systems can relate to them
 - responding to such questions with reference to the teachings and practices of religions/thought systems, and to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

Implementing RE

Time allocation:

- We do not specify the exact time that RE should be taught; teachers need to decide the appropriate amount of class time needed to achieve the learning outcomes outlined in the curriculum map.
- RE-focused assemblies account for 30 minutes per week. Other assemblies also include moral themes, stories from other cultures and reflection.

Cross curricular Links:

- Due to the broad nature of RE, it will form natural links with a range of other curriculum areas including English, Drama, Music, History, Geography and PSHE.
- The KCA curriculum map is organised so that natural links to learning projects are clear but where links cannot be made, RE should be taught discretely.

Assemblies:

- RE figures prominently in two assemblies each week, one exploring aspects of Christianity led by a variety of local, Christian leaders, and another exploring a different World Faith through stories presented by teaching staff and other faith leaders.

- Wherever possible, religious leaders from other Faiths and children from Faith schools will have the opportunity to share their beliefs and practices in a tolerant and respectful spirit in assemblies.
- Assemblies also explore non-religious stories about moral issues or the nature of the world.

Organisation and teaching

- The Academy curriculum map sets out the sequence of themes and religions that should be taught along with suggested approaches. As a result, pupils have the opportunities to develop their understanding, knowledge, skills and concepts in RE as they move through the Academy.
- Much RE is taught through practical examples and discussions of the pupils' own experiences.
- Skills such as observing, questioning, discussing, evaluating and reflection are encouraged in all parts of the curriculum but are highlighted in RE.
- Sensitivity to others and a readiness to listen to others' viewpoints are also fostered throughout the curriculum but especially in RE.
- Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching relevant videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.
- RE should be active rather than passive; it is not just about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered. In trying to understand the beliefs of others, we can become more tolerant.

Content

- We follow the local Camden Agreed Syllabus – 'Living Difference' for RE and recognise that whilst a significant element of our RE teaching will be Christian, we will also address other major religions/thought systems, e.g. Islam, Hinduism, Buddhism, Sikhism and Judaism.
- The curriculum map covers the major issues and religions/thought systems and ensures continuity and progression throughout the year groups.
- The main purpose of the RE curriculum is to enable children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address.
- Children should see the commonalities between different sets of beliefs as well as recognising the differences. They explore beliefs but belief does not always have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion.
- The RE curriculum seeks to provide opportunities for every single child to experience the wonder of the world and life; for every child to think about moral issues and learn about other people. In such a diverse school as King's Cross Academy, people with different

beliefs need to learn together and learn about each other.

- The RE curriculum is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective.
- As children move through the Academy, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others.
- Themes that RE considers include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.

Equal opportunities

- The Academy believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of the great religious traditions and systems of thought. This can be achieved in different ways according to the needs of the child.

Special Educational Needs

- RE should be taught using approaches and language appropriate to the age, ability and experience of the pupils and should be accessible to all.
- Some children will need to express their ideas and understanding in different ways, in some cases non-verbal.

Assessment, recording, reporting and accountability

- The Camden Agreed Syllabus (Living Difference) for RE lays down end of key stage targets and these are built into our curriculum map.
- Evidence of progress in RE is available mainly through observation, oral discussion, written tasks, drawing and planning. Recorded evidence assists teachers both in their planning and in their reporting to parents.

The Development of RE

- The curriculum map for RE is under continual review and can be further developed
- Necessary resources to teach the RE curriculum will be identified and financial provision made for them annually by the Thinking Team as required.
- In-service training will be provided for members of staff as necessary.
- RE will be a focus for review and development in accordance with the Academy Development Plan.

Monitoring and Evaluation

- Teaching and learning in relation to this policy and the curriculum map will be monitored by the Senior Team.
- The governors' Learning and Teaching Committee will review this Policy at least every three years.

Document Management

Written by	Emyr Fairburn
Approved by Governors	March 16
Date for Review	March 19
Signed – Chair of Governors	
Signed – Headteacher	