

The Archbishops School

Religious Education Policy

2015

The Archbishop's School

RELIGIOUS EDUCATION POLICY

PREAMBLE

1. The aim of Religious Education in this Foundation School reflects:
 - a. Our foundation as a Church of England School
 - b. The School's ethos that Religious Education at The Archbishop's School is Christian and ecumenical rather than narrowly denominational. It is based on the Diocesan guidelines and the Kent Locally Agreed Syllabus.

AIMS

2. We seek to promote an open and honest approach to the beliefs which exist in the modern world. The spiritual lives of our pupils are taken seriously and the Religious Education arrangements are aimed at helping to prepare pupils for the very complex moral issues they will have to face as responsible adults in a rapidly changing world.

3. During their time at The Archbishop's School, pupils will have been encouraged to learn about the Bible and the basic features of the Christian faith, and also the other great world religions and philosophies. Thus they will come to:

- a. Understand what it means to be a Christian.
- b. Respect and understand the belief systems which exist in our multi-cultural and multi-faith society.
- c. Formulate their own informed decisions in their search for truth and meaning.
- d. Establish links and empathy with the Christian Church, locally and world-wide.

Specifically, Religious Education at The Archbishop's School aims to:

- Develop pupils' knowledge and understanding of Christian beliefs and practices so that they understand what it means to be a Christian;
- Recognise that Christianity is interested in and provides a response to questions of meaning;
- Appreciate the impact that Christianity has on people's lives and culture;
- Understand how Christian belief may impact on relationships, values and lifestyles;
- Understand that Christian belief can be expressed in a variety of ways, including Literature, poetry, art, dance, drama, music, ritual, celebration;
- Guide pupils in their own search for meaning and purpose in life and to enable them to develop spiritually by creating regular opportunities for personal reflection on feelings and relationships;
- developing a sense of awe, wonder and mystery;
- providing opportunities for questioning and exploration of meaning, purpose and value;
- exploring some of the ways in which Christians have approached and answered questions on the meaning and purpose of life and how their approaches and answers have shaped their own and others' lives and attitudes;
- encouraging pupils to consider their own values and commitments in response to consideration of the values and commitments of Christians and people of other faiths;

- developing the pupils' ability to evaluate their learning, recognising the views of others and using reasoned arguments to support a personal viewpoint;
- Support pupils in their social, moral and cultural development through consideration of their own values and commitments in the light of the values and commitments of Christianity and of other faiths;
- exploration of concepts such as faith, hope, love, forgiveness, justice and sacrifice;
- development of skills of reflection, empathy, communication, analysis and evaluation;
- the development of attitudes of respect, sensitivity, open-mindedness and enhanced self-esteem;
- encountering people, stories, music and resources from different cultures.

ATTITUDES DEVELOPED THROUGH THE RELIGIOUS EDUCATION PROGRAMME

4. Attitudes such as respect, open-mindedness and tolerance will be promoted throughout all areas of school life. Religious Education, however, can be a focal point for the development of a range of attitudes and these are fundamental to a fair-minded study of religions and the spiritual dimension of human life.

5. The particular attitudes at the heart of Religious Education are:

a. **Searching.** This includes:

- a desire to search for meaning in life;
- a fascination for enquiring into human experience and its human dimension;
- a wish to seek for truth and explore ultimate questions;

b. **Open-mindedness.** This includes:

- listening to other people's views respectfully;
- being open and exploratory when investigating religion;
- avoiding bias and prejudice in discussion;

c. **Self-understanding.** This includes:

- developing a mature sense of self-worth and personal value, recognising the uniqueness of every individual;
- developing confidence in pupil's own ability to reflect upon important questions of meaning;
- awareness of life as a journey and one's current position as one stage in a continuing development on an unfolding road;

d. **Respect.** This includes:

- recognising the human rights of people to hold and practise their beliefs;
- respecting those with different opinions from one's own;
- discerning what is worthy of respect;
- appreciating similarities and differences;
- Celebrating diversity

e. **Wonder and Appreciation.** This includes:

- understanding the importance of living by a set of worthwhile values;
- willingness to develop a positive approach to all the challenges of life;
- the ability to learn, while living with certainty or uncertainty;
- the ability to live in accordance with one's beliefs and values, while recognising

they may change with developing maturity.

- Being open to experiences and ideas that are new.

SKILLS

5. The Religious Education syllabus seeks to develop the following skills of sound judgement in moral and ethical questions:

- Reflection
- Interpretation
- Synthesis
- Analysis
- Empathy
- Investigation
- Enquiry
- Evaluation

PROCEDURES

6. The Head of Religious Studies is responsible for the organisation of Religious Education throughout the School.

7. The School has adopted the Kent Agreed Syllabus.

8. Religious Education is provided for all. It is expected that all pupils will be able to join in the Religious Education lessons and enhance their sense of self-worth. However, those parents who wish to withdraw their children from these activities are entitled to do so. Those who wish to exercise this right should communicate their wishes by letter to the Headteacher;

9. Current curricular time allocations are as follows:

KS3 5%

KS4 2.5% (GCSE Short Course);

KS5 By Sixth Form Conferences, arranged at least termly.

10. The Head of Religious Education is responsible for monitoring standards of teaching and learning in RE and for reporting on the same to the Headteacher.