

RELIGIOUS EDUCATION POLICY



HAYDON SCHOOL

Wiltshire Lane
Pinner
HA5 2LX
Tel: 020 8429 0005
Fax: 020 8868 8213

RELIGIOUS EDUCATION POLICY 2017

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1. The Purpose of Religious Education

- 1.1 The place of Religious Education (RE) in the curriculum of maintained schools in England has not changed since the 1944 Education Act. Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.
- 1.2 Religious Education and physical education are the only curriculum subjects that have to be taken throughout the years of statutory education, and within schools up to the age of 19, unless parents withdraw their children from RE or the young people over 18 seek to do so themselves. The governments of the United Kingdom have continued to state that RE “is a very important subject in the school curriculum”. Along with sex education and the National Curriculum, RE forms the basic curriculum of every maintained school in England for children and young people from 5 to 16.
- 1.3 For most people throughout the world, religious beliefs embedded in a vast array of faiths provide the underpinning for the ways they live their lives and provide a significant contribution to their decision making with regard to right and wrong action. Given this, the study of religion both in terms of its content and its practices is crucial to the achievement of an educated person in England today. RE can thus make a fundamental contribution to community cohesion, citizenship and spiritual, moral, social and cultural development. In a secular country it is also important for children and young people to have an understanding of what it is to be someone of no religious faith, why they hold the views they do, and how they influence their life choices. The fact that the locally agreed syllabus is produced with the involvement of all aspects of the local community and its schools, including those that are not tied to the locally agreed syllabus, helps ensure that it supports community cohesion, including inter-faith working. To achieve this RE must be taught in an objective and pluralistic manner, and not as indoctrination into a particular faith or belief.
- 1.4 A number of legislative changes within and beyond the world of education in both Britain and Europe have implications for RE. The Human Rights Act 1998, the Race Relations Amendment Act 2000 and the Equality Act 2006 contribute to the ‘bigger picture’ within which RE is provided in schools and experienced by children and young people.

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2. The aims of Religious Education in Hillingdon

2.1 The following aims will be delivered in all maintained schools and academies in Hillingdon unless their trust deeds identify an alternative syllabus or the school's designated denomination links to another syllabus.

2.2 To enable children and young people, according to their ability and level of development to:

- acquire and develop knowledge and understanding of Christianity and other religions, principally Buddhism, Hinduism, Islam, Judaism and Sikhism, all of which are represented in Hillingdon
- learn from different world religions and provide opportunities to explore and express their own responses and personal beliefs
- understand the relationship between beliefs and practices
- develop an understanding of the influence of faiths, values and traditions on individuals, communities, societies and cultures
- develop personal learning and thinking skills pertinent to Religious Education, such as questioning, investigation, communication, expression and evaluation and to promote the ability to make reasoned, critical and informed moral judgements
- combat prejudice.

2.3 Further we expect Religious Education to:

- encourage children and young people to respect and value the right of people to hold differing beliefs, including those with no faith, and to cultivate understanding and respect in a society with a diversity of beliefs.

2.4 and in line with Section 78(1) of the 2002 Education Act to:

- contribute to the spiritual, moral, cultural, mental and physical development of pupils and of society, and help prepare children and young people for the opportunities, responsibilities and experiences of later life.

3. Curricular Requirements and Provision

3.1 The recommended minimum time allowance for the teaching of Religious Education in schools of 5% of curriculum time at KS3 and KS4, identified in the Dearing Report (1993). No specific proposal is made for Key Stage 5.

3.2 Normally, Key Stage 3 covers years 7, 8 and 9 with Key Stage 4 covering years 10 and 11 although at Haydon this is redefined, starting Key Stage 4 in year 9. This is in accordance with accepted practice laid out in the locally agreed syllabus.

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Key Stage 3

Issues of Religion, Ethics and Philosophy are studied at this Key Stage. This includes the study of the Abrahamic faiths (Judaism, Christianity and Islam) and newer religious movements, as well as philosophical and ethical issues taken from other religious traditions (Buddhism and Hinduism) and non-religious perspectives.

Key Stage 4

At Key Stage 4 pupils follow a recognised external examination course for Religious Education, currently the AQA Religious Studies Specification A. This includes the study of the beliefs and practices of Christianity and Islam as well as understanding how these religious views are applied to a range of ethical themes.

Key Stage 5 Post-16 Religious Education

It is a requirement that all registered 16-19 year old pupils in maintained schools study Religious Education unless withdrawn by parents or by request from students themselves, if over 18 years of age.

At Haydon students have the opportunity to access an 'A' level course in Philosophy.

4. Faith and Values

Faith and Values is seen as an important new strand in teaching Religious Education in Hillingdon. It contains material shared by everyone with a faith or faith background but also by those who do not have any religious faith. It is a compulsory new strand at each Key Stage.

5. Faith Experience

At Haydon all students should have the opportunity of at least two faith experiences at KS3 or 4. At KS4 students receive a visit from youth workers associated with two different denominations in the local community.

At Haydon we also participate in Hillingdon's termly 'Inter Faith Conference' events focusing on the wide variety of cultural and faith traditions within the borough.

Assessment in Religious Education**Attainment Targets**

There are two Attainment Targets for Religious Education in Hillingdon:

AT 1, **Learning about religions**, is concerned with giving pupils knowledge and understanding of the beliefs, teachings, customs and practices of different world faiths.

AT 2, **Learning from religion**, is concerned with enabling pupils to explore the ideas and beliefs of different world faiths and their own ideas, attitudes and beliefs.

It seeks to teach pupils specific skills related to these processes and to foster key attitudes. It covers fundamental questions about life and different responses to them and provides the opportunity for pupils to apply what they have learnt about the different world faiths to their lives and their communities.

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6. The right of Withdrawal from RE

RE is a legal part of the curriculum and that this involves learning from and about other faith communities, particularly those with communities in Hillingdon.

Parents do have the right to withdraw their child from the way a religion is covered and may wish to offer an alternative way in which they would want the teaching of that Religion covered. If the school does not have the necessary resource, it may not be possible and the parent then has the right to withdraw their child and find an alternative school willing and able to meet their needs for their child.

We would ask any parent considering this to contact the Head of Department or Deputy Head in charge of RE, to discuss any concerns or anxieties about the policy, provision and practice of religious education at Haydon school.

8. Collective Worship at Haydon

8.1 The aim of the collective worship is to provide the opportunity for pupils to:

- a) Consider ideas of a theist, atheist and agnostic nature.
- b) Reflect on ideas of morality that are in line with Christian values as well as those of other faith backgrounds and their own beliefs.
- c) Develop a community spirit, a common ethos and shared values.
- d) Consider spiritual and moral issues

8.2 Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents).

8.3 At Haydon this is provided within a daily assembly organised on a year basis of one assembly per week for each year and the sixth form. This is also contributed to within allocated pastoral time. Collective worship, as specified by the locally agreed syllabus, is not Religious Education though it may contribute to the delivery of the subject.

8.4 The nature of collective worship at Haydon is tailored to the faith backgrounds, ages and abilities of our whole school community. We work to ensure that Collective worship, whether in assembly, pastoral time or citizenship, will be acceptable to the whole community, staff and pupils, as well as including a variety of elements at different times to greater involve the pupils no matter what family or cultural background they are from.

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History

Date	Issue	Status	Comments
June 2010	New Policy	Draft	To Student Committee 15.06.10 Accepted
June 2010	1	Accepted	To FGB 15 November for ratification Approved
May 2012	1	No change	To Student Committee 31.05.12 – Accepted. To FGB for Ratification 12.07.12 Accepted
September 2012	2	Update	Change of Contact name in header only.26.09.12
March 2014	3	Update and review	To Student committee 20.03.14. Accepted. To FGB 08.05.14 for Ratification. Approved
July 2015	4	Update	To Student Committee 07.10.15 – Accepted to FGB for Ratification. 01.12.15 - Accepted
September 2017	5	Update	To Student Committee 10.10.17 – Approved – to FGB for ratification 07.12.17 Approved

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Appendix 1

Breakdown of Religions of Students in the School

Buddhist
Christian
Hindu
Jewish
Muslim
Other
Sikh