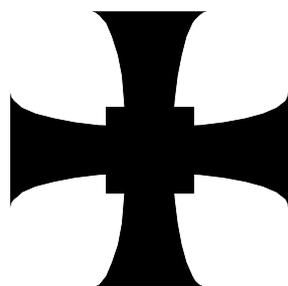


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

RELIGIOUS STUDIES POLICY

Church of England Foundation Statement:

In devising and implementing the policies of the school, we will strive to live up to these words from our SIAS inspection of 2012: “The exceptional quality of care for each student and member of staff reflects its core Christian values.”

Equality Objectives Statement:

In devising and implementing the policies of the school, we will also seek to do so within the provisions of the Equality Act (2010), so that we can work together to eliminate discrimination, advance equality of opportunity, and foster good relationships. In doing so, we will aim to remove or minimise disadvantage, to take all the steps that we can to meet people’s different needs, and to encourage participation, particularly among those who might not join in.

Church Foundation Committee

Review: March 2015

Ratified by the full Governing Body: May 2015

Next review: March 2017

TRINITY School Policy for Religious Studies

RATIONALE

“Religious education is an important curriculum subject. It is important in its own right and also makes a unique contribution to the **spiritual, moral, social and cultural** development of pupils and supports wider community cohesion.” (DfE guidance)

The **Diocese of Carlisle** Mission Statement is:

”to enable schools in partnership with churches to be the places that deliver the **best outcomes for children and their families educationally, spiritually and emotionally within a Christian context.**”

Religious Studies can provide a rich and wide range of experiences inside and outside the classroom, which give students opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

It is a statutory requirement that RS comprises 5% of the curriculum timetable, as prescribed by the Diocesan Syllabus for RE and the locally Agreed Syllabus. In this school, this means the Agreed Syllabus for Religious Education for Cumbria.

Religious Studies in this Church of England Academy is firmly rooted in the basic tenets of Christianity. The diocesan guidelines for RS are incorporated into the schemes of work, our approach is ecumenical and children of all faiths and no faith are encouraged to reflect on what might be learnt **from** religion in the light of their own beliefs and experiences. Students learn **about** religion in such a way that it enables them to develop a spirituality of their own. The Church of England has a wide variety of traditions within it and this encourages tolerance and openness.

*“All children need to acquire core knowledge and understanding of the **beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development.** The modern world needs young people who are **sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.**” (2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)*

AIMS AND LEARNING OUTCOMES

- To enable students to understand the nature of **Christian beliefs and practices, the beliefs and practices of other world faiths, and non-religious beliefs, such as atheism and humanism.** GCSE specifications require students to demonstrate understanding of **two** religions.
- To develop student's knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of **key religious texts**, other texts and scriptures of the religions they are studying.

GUIDELINES

- Governors share responsibility with the Diocese and the Co- Headteachers for ensuring that the requirements for religious education are met in their school.
- At Key Stage 3 pupils follow the schools' own schemes of work which reflect the aims of (both the diocesan guidelines and) the LA Agreed Syllabus.
- Students in Years 9, 10 and 11 follow a Religious Studies course based on the study of Christianity and Islam. The WJEC Religious studies course is followed for GCSE and commences in Y9. The course comprises of two papers: **Religion and Life Issues** (Justice/Our World/Looking for Meaning/Relationships) and **Religion and Human Experience** papers (Conflict/Medicine/Authority and Religious expression). These examinations are taken at the end of Y11.
- Learning objectives are an integral part of each unit of work in both key stages. These are shared with pupils and form an essential part of the learning that takes place in each lesson.
- Diagnostic marking of selected pieces of work is a key feature of formative assessment. **Feedback to Students will require action to improve or correct work.**
- Summative assessment takes place at the end of each/most unit(s) of work.
- Formal mock examinations will take place during the spring and summer terms.
- **Home Learning tasks** are set weekly from Y9-11 and in Sixth Form, and form the basis of the following lesson. In Y7/8 - one piece per half term. Students are expected to spend cumulative time on this piece over the course of a half term.
- Reports are written annually for each year group.
- Interim grades are sent out to parents twice a year showing progress made and approach to learning.
- The school offers an AS/A2 RS course in Philosophy and Ethics, which entails critical enquiry in to **Philosophical arguments** for God and the challenges this brings, and **Ethical debate** by applying ethical theories to practical issues; such as matters of Life and Death, the ethics of War and the world of Business.

WITHDRAWAL

Parents do have the right to withdraw their pupils from Religious Studies if they wish, but we hope that such a situation will not need to arise. Parents who do have concerns about the provision and practice of RS are strongly encouraged to contact the Co-Headteachers. Should parents still wish to withdraw their pupils from RS, they are required to state this in writing to the Co-Headteachers. We do, however, believe that it is the responsibility of the parents who have chosen to withdraw their children from RS to provide acceptable alternative work for their children to do during RS lessons.