



Monkseaton High School Religious Education Policy

Families who send their children to this school are predominantly from non-religious backgrounds, however some children are from practising Christian families and in addition, there are children who are from religions other than Christianity. We recognise that in asking our children to participate in religious studies and an act of collective worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

However, Monkseaton High school recognises the importance of promoting British values within all aspects of school life and across the curriculum through an ethos of opportunity, equality and inclusion. Integral to this is a culture of respect and an understanding of social responsibility at the heart of all we do.

Due regard is given when planning and delivering the RE content to ensuring that the needs of all students including those with special educational needs and those who are gifted and talented are met.

This policy and the accompanying Scheme of Work follows the guidance laid down in the North Tyneside RE Syllabus 2014

Monkseaton High School acknowledges that religious education should enable students to:

- Acquire knowledge and develop understanding of Christianity and other principal religions represented in this country;
- Develop an understanding of the ways in which religious beliefs, faith and secular views influence the values, practices, attitudes and behaviour of individuals, communities, societies and cultures;
- Develop the ability to reason and make decisions and judgements about religious, ethical and moral issues, with reference to the teachings of the principal religions represented in this country;
- Address fundamental questions about life and enable personal search for meaning and purpose through consideration of the beliefs, faiths and teachings of the principal religions represented in this country;

- Reflect on personal experiences in the light of their study of religion and develop confidence in their own identity, beliefs and values;
- Develop positive attitudes and acceptance of others who hold different views and beliefs;
- Develop a sense of belonging and responsibility as a member of a diverse community, locally, nationally and globally;
- Develop a sense of social action.

The delivery of RE at Monkseaton is closely linked to and interconnected with our delivery of our SMSC objectives and should be read in conjunction with that policy; specific mention of RE can also be found within our PSHE policy.

At Monkseaton we believe that RE contributes to:

- The ethos of the school;
- The students' spiritual, moral, social and cultural development;
- The fostering of values and attitudes;
- The development of skills including the use of computing;
- Cross-curricular themes, and dimensions including literacy, numeracy and PSHE

Components of RE are delivered through:

- PSHE in year 9 and 10
- School assemblies years 9, 10 and 11
- Tutorial programme years 9, 10 and 11
- Project based learning years 9 and 10
- Diversity Day as part of our SMSC week years 9, 10 and 11
- Visiting speakers years 9, 10 and 11
- Curriculum content in key subjects years 9, 10 and 11
- General studies in year 11, 12 and 13

The programme of study for Key Stage 3 and 4

A significant proportion of the Key Stage 3 RE curriculum is delivered by our partner Middle Schools in years 7 and 8; our work in year 9 looks to consolidate this learning and further develop our students ability to explore a range of themes. In Key Stage 4 students are given the opportunity to deepen their understanding of key themes and analyse and interpret key ethical and philosophical concepts.

Themes covered in Key Stage 3 and 4:

- Beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;
- Authority: different sources of authority and how they inform believers' lives;
- Religion and science; issues of truth, explanation, meaning and purpose;
- Ethics and contemporary society, what religions and other philosophies say about contemporary and emerging moral issues with the opportunity for personal reflection;
- Religious practices and customs, how religious belief impacts upon the daily lives of believers.

Experiences and opportunities

When delivering RE in Key Stage 3 and 4, we aim to provide the following opportunities and experiences to students:

- Encountering people from different religious, cultural and philosophical groups;
- Visiting, where possible, places of religious significance;
- Discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues;
- Reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments;
- Using a range of forms of expression (such as art and design, music, dance, drama, writing, computing) to communicate their ideas and responses creatively and thoughtfully;
- Exploring the connections between religious education and other subject areas such as the arts, humanities, literature and science.

RE in Key Stage 5

Key themes within RE are covered through:

- Modules within General Studies
- Modules within the ASDAN Key Skills course
- The tutorial programme
- The assembly programme
- Curriculum delivery in key subjects including, Science, Psychology and Sociology.

Resourcing the delivery of RE

A variety of resources are used to support the delivery of RE including:

- Text books
- Video sources
- Audio Sources
- Web based materials
- Resources produced 'in house' including workbooks and worksheets.

In addition, where possible we aim to use face to face interactions with member of our local religious communities to support our work.

Assessing RE

RE is assessed in Key Stages 3 and 4 at the end of the year, by means of a controlled assessment following a 4 weeks of project based learning; the results of this assessment are reported to parents.

Disapplication from RE

Should parents wish to exercise the right to withdraw their child from RE, provision will be made for them to do so.

Oversight of RE

The oversight of the delivery of RE is the responsibility of the RE co-ordinator supervised by the link member of the SLT, whose responsibility it is to report to The

Headteacher and Governors. Opportunity is given with staff training and CPD to explore the delivery and content of RE along with discussions around SMSC and PSHE.