



St Mary  
Magdalene  
Academy

# RELIGIOUS EDUCATION POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

**ST MARY MAGDALENE ACADEMY**

<b>Approval Committee:</b>	<b>Curriculum &amp; Standards Committee</b>
<b>Review Committee:</b>	<b>Curriculum &amp; Standards Committee</b>
<b>Author/responsible person:</b>	<b>Head Teachers (Primary and Secondary)</b>
<b>Last reviewed:</b>	<b>21st April 2016</b>
<b>Next review date:</b>	<b>April 2018 (every 2 years)</b>
<b>Required to publish on website?</b>	<b>NO</b>
<b>Statutory?</b>	<b>NO</b>

## **Religious Education Policy**

### **Policy statement**

- 1.1.1 Religious education enables the development of knowledge and understanding of Christianity and other world faiths. Pupils and students reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. Religious education involves learning both *about* religion and *from* religion.
- 1.1.2 This policy should be read in conjunction with the Collective Worship policy.

### **Aims and objectives**

Through religious education, pupils and students:

- 1.2.1 develop a thorough knowledge and understanding of Christianity;
- 1.2.2 develop knowledge and understanding of other faiths;
- 1.2.3 make links between Christianity and other faiths that further encourage tolerance and respect for those in their own local community and those in the wider world;
- 1.2.4 learn both *about* religion and *from* religion through a wide range of high quality activities that provide for the needs of all learners, including outside speakers and visits to a range of places of worship;
- 1.2.5 are encouraged in developing higher order skills in enquiry, analysis, interpretation, evaluation and reflection.

Religious education links to:

- 1.2.6 the Academy's Christian values and encourages the development of these;
- 1.2.7 each learner's spiritual, moral, social and cultural development.

### **Organisation**

- 1.3.1 Appropriate time is allocated for religious education lessons.
- 1.3.2 The Primary School follows the L.D.B.S. scheme of work from the Foundation Stage through Key Stage 1 and Key Stage 2 which is further enhanced by the International Baccalaureate Primary Years Programme.

- 1.3.3 The Secondary School follows the ISEB curriculum at Key Stage 3. Learners in Pathway 10 in Key Stage Four are entered for GCSE. Pathway 8 learners continue to learn R.E. in discrete lessons each week.
- 1.3.4 In the Primary School the R.E. subject leader will lead the professional development of staff both through regular staff INSET and accessing external training opportunities.
- 1.3.5 In the Secondary School, R.E is taught by R.E specialists wherever possible. The quality of teaching is monitored and developed by the Head of R.E.

### **Monitoring and evaluation**

- 1.4.1 Religious Education forms part of the Academy's monitoring programme and includes regular lesson observations, planning and book scrutinies and the monitoring of standards.
- 1.4.2 Teachers use both formative and summative assessments in order to measure attainment and progress and this also informs future planning.
- 1.4.3 Monitoring the R.E. policy is the role of a named Academy Governor, who is also responsible for collective worship.

### **Right of withdrawal**

- 1.5 All students and pupils are expected to attend daily assemblies and church services. The 1988 Education Reform Act states that Religious Education is compulsory for all children though it gives the right for parents to request permission for their child to be withdrawn. Any requests should be made in writing to the Headteacher.

### **Policy review**

- 1.6 This policy will be reviewed at least every two years.