



## **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

## Policy Statement

St Mary Magdalene is a Christian school, where all members of our community are learning to love, respect and care for our neighbours (who may share the Christian faith, have other faiths, or no faith). We share common values and ground with other faiths, whilst wanting to uphold the unique specific distinctiveness of Christianity.

We want all students and staff to attain the most accurate information about the Christian and other faiths, in order to develop their own spiritual understanding and experience, as well as to promote community cohesion and dispel the stereotypes and prejudice that erode and divide communities.

Although provision for RE is a legal requirement applying to all registered pupils in Maintained Schools, the situation with respect to Academies currently needs further clarification.

Until such time as clarification is received, the policy of St Mary Magdalene Academy will be as follows:

1. RE will be taught reflecting (but not following explicitly) the Agreed Syllabus of the London Borough of Islington.

The Agreed syllabus will be, in the main, Christian (reflecting the background and ethos of the Academy and the more general religious traditions and history of the UK) but will strongly reflect the anticipated multi-faith nature of the Academy's student profile.

2. It is hoped that the majority of parents/carers and students will wish to subscribe to the Academy's commitment to a solid grounding in all aspects of multi-faith religious education and will not wish to apply for exemption.
3. All staff employed by the Academy will respect the specific faiths held by both staff and students: it is hoped that all may work collaboratively to support and engender a firm understanding of the different precepts/principles and practices of the faiths represented by the Community of the Academy.

If any Parents/Carers object to their child taking part in RE, they will be invited to put their concerns in writing (in their own language where necessary). The Academy will consult with relevant parties (e.g. DCMS, The Learning Trust and its own Legal Advisers), to ensure that its teaching and policy reflects national and local interest with respect to these issues and, if not resolved internally, the representations made will be considered by the Governing Body, or a sub-committee thereof. The decision of the Governing Body will be final.

## **Procedures and Expectations**

### **Aims of RE**

- Students will learn accurate information about the major world religions and be able to relate this to their own experiences.
- Students will learn from religions, and in particular, develop their own quests for identity, meaning and purpose, and will be helped to mature in respect of their own beliefs, values, spirituality and attitudes

### **Organisation of RE**

The RE Co-ordinator will meet together with the Principal and Religious Representatives on an annual basis. Local Religious Leaders will be encouraged to be involved in the work and life of the Academy. Where they engage in lesson content, such content will be submitted and approved by the Principal in advance.

The RE Co-ordinator will share the content and follow up work planned for assemblies with the rest of the staff, so that this is co-ordinated to ensure maximum mutual benefit to the learning and engagement of students. Opportunities will be used, wherever possible, to consider and use religious reflection in all subject areas, and to provide feedback to outside speakers taking assemblies.

### **Collective Worship**

Collective Worship is separate from the teaching of RE and is covered by a separate policy.

### **Time Allocation for RE**

The Academy will incorporate appropriate time within the Integrated Curriculum to ensure that the essential elements of the locally Agreed Syllabus are covered, if not by age, then over a five year period.

### **Curriculum Planning**

We will reflect where appropriate the QCA guidelines on the delivery of the RE Curriculum, but reserve the right to vary it by agreement with the Governing Body.

### **Cross-curricular Links**

RE has links with SMSCD, ICT, Art, Music, PE, Circle Time and indeed all aspect of the curriculum through our thematic approaches to reinvigorating the delivery of the essential of The National Curriculum, reflecting our particular specialisms.

## **Assessing, recording and reporting procedures**

Teachers will use end of Key Stage descriptors to assess children's achievements in RE and information gained from this assessment will inform future curriculum planning. Teachers will use Annual Reports to indicate to parents/carers their child's attitude and achievements in RE. Information on the teaching of RE will be reported in the Academy prospectus.

## **Methodology**

Teachers will employ a combination of whole class teaching, group work, paired work and individual work in implementing the agreed RE syllabus. Teachers provide a stimulating learning environment and will provide work, which will challenge children intellectually and personally. Taken from the AIMS of the Academy:

- Children will be encouraged to question, search for meaning in life and to develop spiritually, morally and culturally.
- Children will be encouraged to listen to the opinions of others and reflect on their own beliefs and values in the light of their own learning in RE. Wherever possible, a distinction will always be made between faith, fact and opinion.

## **Access and Entitlement /SMSC**

We believe that every child is entitled to the full range of activities designed in the RE programmes of study, irrespective of their gender, age, ethnic background or disability. In addition, children will have opportunities to:

- have access to a range of resources
- listen to stories related directly or indirectly to RE
- express their own feelings, opinions and beliefs
- develop and mature a personal value system
- explore a range of means of creative expression
- explain the meaning and use of some religious artefacts
- visit at least one place of worship
- meet and engage with religious believers
- reflect on creation through encountering aspects of the natural world and a selection of natural objects at first hand.
- experience being still and engaging in quiet reflection
- work collaboratively with others.

## **Special Needs**

We ensure that our objectives, materials, resources and organisation

enable all children to participate fully in RE taking into account their specific needs where possible. Learning support through Teaching Assistants and technical aids for producing written work are available for children who need specific help in small groups. When considered appropriate, individual programmes are designed, implemented and followed through in the classroom, for both less able and more able children, by the Class Teacher with assistance from the RE Co-ordinator and the Special Educational Needs Co-ordinator.

Further policy is included within the Academy's SEN Policy.

## **Progression**

The links we foster between each class within the Academy include:

- Planning Continuity, found in the long term plan;
- Regular workshops across year groups to share skills and techniques;
- Year Group planning.

Signed.....(Chair of Governors)

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