



C13 Religious Education

Responsibility: MDu
Date: May 2016
Next Review: May 2017

1. Introduction

1.1 Holmfirth High School considers the religious education of our pupils to be an important part of their education. All pupils in the school receive religious education as part of the RPSE programme.

Why teach RE? To understand human life and history it is necessary to understand religious, philosophical and ethical worldviews. In the contemporary world one must also understand ideologies and faiths in order to grasp the meaning of life as seen from perspectives other than our own. Engaging and stimulating RE also helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. RE offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context.

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views.
- They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

2. The Aims of RE

2.1 The schemes of work used in the school are based upon the Kirklees and Calderdale Agreed Syllabus (2014-2019). They are also related to the non-statutory guidance for RE published by QCA (2004) and the RE Curriculum Framework Review published by the Religious Education Council for England and Wales (2013). There are three broad aims:

- a) **Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- b) **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.
- c) **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

3. Organisation

- 3.1 Pupils receive three lessons (1 hour) of RPSE per fortnight in Key Stage 3, apart from Year 9 where there are two hours. They have two or three lessons of RPSE per fortnight in Key Stage 4. All pupils participate in the RPSE programme. A GCSE Religious Studies option is offered to all pupils and most pupils take the full course in core RS time. This will change to a short course next year but this policy will be reviewed and updated by then.
- 3.2 The schemes of work used by the school at KS3 have been written using the Kirklees and Calderdale Agreed Syllabus (2014-2019), supplemented by advice from QCA. At KS4 we follow the AQA Examination Board units of work for Religion and Morality and Religion and Life Issues. These are available for examination by request.
- 3.3 Parents may withdraw their children from RE lessons at the school, although we hope our open approach to the study of religion would make this unnecessary. Parents are asked to contact the school if this applies. In practice, removal from RE can be difficult as topics which involve both RE and PSE run alongside each other. However, the school will endeavour to accommodate parental wishes regarding withdrawal.
- 3.4 All pupils receive an annual report which describes progress made in RPSE. and progress is reported according to National Curriculum levels on a regular basis throughout Key Stage 3