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## 1.0 INTRODUCTION

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Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As an independent school Hillingdon Manor School (HMS) is not required to follow the Locally Agreed Syllabus but uses the Hillingdon Locally Agreed Syllabus as the basis of its planning for the delivery of RE.

As a specialist school for young people on the ASC spectrum the importance of developing spirituality in particular empathy and understanding of abstract concepts is stressed.

RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times.

Should a parent ask for their child to be wholly or partly excused from attending any RE the school will comply. Any parent who wishes this must consult the Head Teacher. Teachers may also withdraw from the teaching of RE.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

## 2.0 VALUES & AIMS

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Specifically, RE at HMS aims to enable pupils of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of faiths practised in Great Britain.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community and the school community
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the various religions
4. Enhance their own **spiritual, moral, social and cultural** development by:
  - a) Developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them



- b) Responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices
  - c) Reflecting on their own beliefs, values and experiences in the light of their study
  - d) Expressing their own personal viewpoints in a thoughtful, reasoned and considerate way
5. Recognise the right of people to hold different beliefs within an ethnically and socially diverse society

### 3.0 OBJECTIVES

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#### Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on five key areas of understanding:

1. Ideas of God
2. Teachings
3. Responses from a believer
4. Festivals & celebrations
5. Places of worship

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE.

RE teaching specifically draws on the following:

- Visits and visitors; enabling students to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- Artefacts, displays and artwork, including music and dance; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
- Staff and parents; by valuing the family backgrounds of the children and making them part of the school community and by allowing staff to be seen as people of faith as well as teachers or TAs

#### Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God/gods, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religion

identify, name, describe and give an account, in order to build a coherent picture of religions;  
explain the meanings of religious language, stories and symbolism;



explain similarities and differences between, and within, religions.

#### AT2 Learning from Religion

respond to religious and moral issues in an informed and considered manner;

reflect on what might be learnt from religion in the light of personal beliefs and life experience;

identify and respond to the question of meaning within religion.

### 4.0 ASSESSMENT, RECORDING & REPORTING

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The course is levelled according to the non-statutory levels of attainment, which are the basis of the levels in the Hillingdon Agreed Syllabus which sets out a structure for recognising pupil achievements so that each pupil can work progressively towards achieving the statements of attainment as outlined. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum.

Staff undertakes moderation exercises as part of ongoing training to ensure familiarity with the statements and what they mean in the context of a pupil's work.

### 5.0 TIME ALLOCATION & PLANNING

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We plan to for RE to be delivered flexibly across the school in at Key Stages 1 and 2 it is delivered thematically as part of the "Learning Wheel" process. In Key stage 3 all classes have one hour per week RE except ICLSD classes where it is taught as part of a topic. In Key stage 4 GCSE RE is offered as an option subject and is timetabled two hours a week. Students who do not opt for GCSE RE receive a varying amount of RE through the Life skills curriculum.

Time allocation does include visits and RE curriculum days but not school productions related to festivals or collective worship time. (See Collective Worship policy).

#### Planning

This curriculum maps and schemes of work are produced to the specifications of the QCA non statutory Religious Education Syllabus, which is also used at Yiewsley Grange, thus providing a smooth progression across the Key stages. The syllabus also covers most of the LB Hillingdon Locally Agreed Syllabus, which is followed by all maintained schools in the borough.

Short term planning of individual lessons is a matter for the class teacher. The SMT is available to help with this and keeps a range of teacher's resources as a guide. (When planning each unit of work, the teacher will identify which parts of the programme of study is to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed

### 6.0 CROSS CURRICULAR ISSUES

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RE teaching and learning will be the means to many wider cross-curricular themes and dimensions, in particular internationalism.



There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality and further afield, both within the UK and abroad.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

## 7.0 LEADERSHIP & MANAGEMENT

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Leadership of the curriculum area will be by a designated member of SMT, who will lead an annual training on RE where areas for development are discussed. This policy is reviewed at that meeting to ensure it still represents the values and practice of the school.