



THE PARK COMMUNITY SCHOOL

Religious Education Policy

Policy Update

Policy Lead Person:	Headteacher
Approved By:	Local Governing Board (03.12.2020)
Next Review Date Due:	December 2022

- Staff *must* sign
- Staff *should* sign
- Governors *should* sign
- Publicly Available

Religious Education Policy

(RE is known as Philosophy/Theology/Ethics (PTE) at Park School)

The Park Community School follows the Devon Agreed Syllabus. The School recognises the importance of a broadly balanced curriculum and seeks to:

- promote the spiritual, moral, cultural and social development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life

RE is included in the basic curriculum by law and is part of every pupil's entitlement. Parents have the legal right to withdraw their child from Religious Education.

The principles underlying the RE curriculum aim to:

- develop pupils' ability to question and to argue rationally, with a positive attitude to learning.
- appreciate human achievement and endeavour and to further develop positive qualities of human feeling and imagination.
- encourage pupils to develop as individuals through experience of the RE curriculum
- acquire knowledge and skills, to be self-reliant and adaptable.
- respect the religious, spiritual and moral values of others and to reflect carefully on personal attitudes, values and beliefs.
- understand the origins and present conditions of their own society and of the world, together with the interdependence of individual groups and nations.
- develop a sense of self respect and worth and to encourage individuals to live as independent, caring adults who are motivated and able to co-operate with others.
- The Park Community School strives to include cross-curricular themes particularly citizenship and environmental awareness. It encourages pupils to take part in their communities both in school and beyond in positive and constructive ways.

Details of the Devon Agreed Syllabus are outlined in Appendix A overleaf.

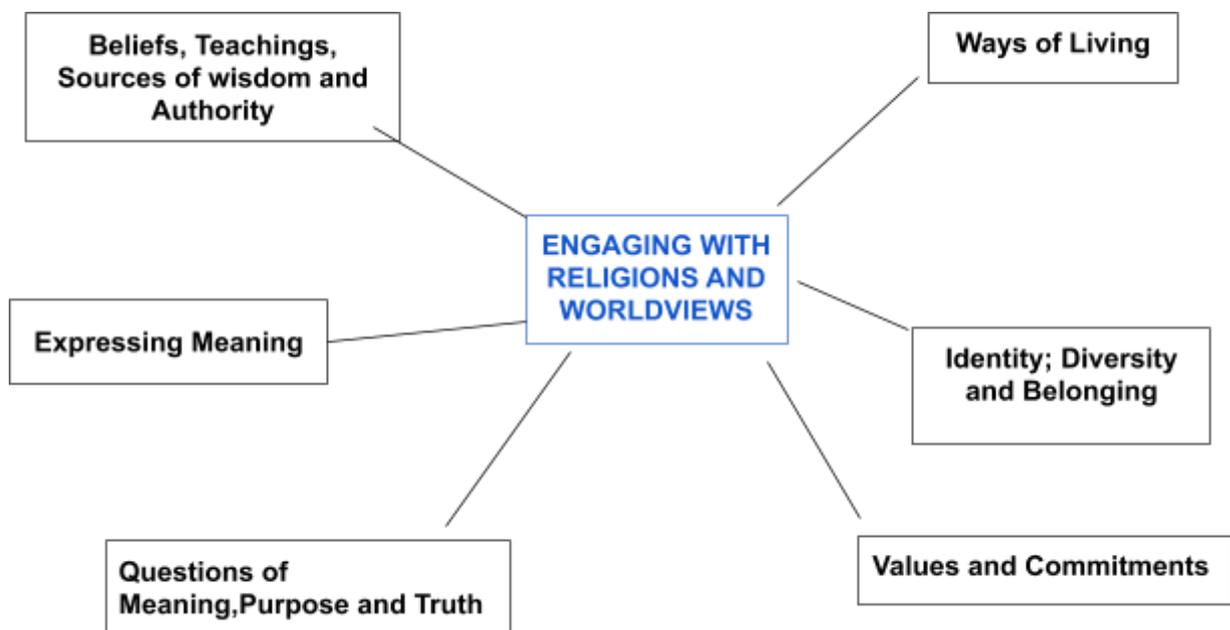
Appendix A

Delivery Strategy

Attainment Target

Engaging with Religion and Worldviews.

This Devon's Agreed Syllabus directs that through this 'engagement' pupils will "*learn about*" and "*learn from*" religions and worldviews.



The attainment target Engaging with Religions and Worldviews brings together the two commonly used attainment targets: Learning about Religion (AT1) and Learning from Religion (AT2). "Engaging with" involves both learning about (investigating, describing, explaining) and from (responding, analysing, evaluating) religions and worldviews and provides important balance in RE.

The Park School delivers these elements through a mixture of discrete and thematic approaches (focus on individual religions or topics). The RE syllabus for Key Stage 3 is regularly updated in line with the above.. Each year group has two lessons per fortnight

At Key Stage 4 Religious Studies GCSE is offered as an option for Year 10 and the syllabus followed is OCR Religious Studies. Details of the GCSE syllabus are outlined in Appendix B overleaf. The rest of Years 10 and 11 study PTE once a fortnight and follow a non-examination course, focussing on philosophical and ethical issues and questions.

Appendix B

Beliefs and Teachings & Practices	Religion, philosophy and ethics in the modern world from a religious perspective.
Learners will study two religions: Christianity and Judaism	Learners will study this component from the perspective of Christianity. There are four themes to be studied: Relationships and families The existence of God, gods and the ultimate reality. Religion, peace and conflict. Dialogue between religious and non-religious beliefs and attitude.
Assessment: The study of a first religion – 1 hour written paper (25%) The study of a second religion – 1 hour written paper (25%)	Assessment: Religion, philosophy and ethics in the modern world – 2 hour written paper (50%)

How is it delivered?

RE and PTE are mostly delivered by a team of specialist teachers.

The Department uses a variety of teaching styles to promote quality; discussions, debates, role plays, resource based learning, audio and visual resources, visits to and by local faith communities and other traditional methods. The Department wishes to encourage active involvement by the learner and self evaluation, reflection and discussion is a part of the learning routine.

The Department has good working relations with several bodies outside the school for example faith communities, and Exeter University with its Teacher Training initiatives. The Department wishes to build on its success and pursue excellence in education in the classroom.