

## The Chauncy School

### **RELIGIOUS EDUCATION & COLLECTIVE WORSHIP POLICY**

#### THE AIMS OF RELIGIOUS EDUCATION

At The Chauncy School we aim to make Religious Education fun, relevant and challenging for all pupils. The main aims of Religious Education are to enable children and young people according to their ability and level of development to:

- acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism each of which is represented in Hertfordshire;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- 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 belief 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.
- recognise the right of people to hold different beliefs within a religiously diverse society;

## STATEMENT OF PRINCIPLES

### The Nature of Religious Education

Religious education has two closely related aspects: “learning about religions” and “learning from religion”. It encourages all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

### Spiritual, Moral, Social and Cultural Development.

Responsibility for the spiritual, moral, social and cultural development of pupils runs across the whole school but Religious Education has a significant contribution to make to spiritual development. It specifically encourages personal development in addition to intellectual growth. Children and young people become aware of a wide range of religious interpretations of personal experiences and the importance of these to believers and non-believers.

### WORLD FAITHS AND THE SCOPE OF RELIGIOUS EDUCATION IN HERTFORDSHIRE

Religious Education includes the study of the principal world faiths practised in Great Britain, taking into account the wide diversity of religious backgrounds pupils bring to Chauncy School.

Our programme of study meets the requirements of the Hertfordshire Agreed Syllabus and includes adaptations of several QCA schemes of work (year 7 - unit 1; year 9 - units 1 and 3)

This programme was implemented in September 2003.

- Christianity and at least one other religion are taught across the Key Stages
- The six principal religions are taught by the end of Key Stage 3
- The six principal religions are taught in greater depth by the end of Key Stage 4 to those students that specifically choose to study the RE/Philosophy and Ethics courses

Other students study a wide ranging Personal, Health, Social and Religious Education course that covers significant moral, cultural and religious content and issues. Examples include a significant topic on “Matters of Life and Death” and looks at issues such as euthanasia, abortion and the treatment of animals in which the views of major religions are covered as an integral part of the unit.

## INCLUSION

In planning and teaching religious education teachers are required to have due regard to the statement on inclusion found in the National Curriculum. This is in three main sections:

- Setting suitable learning challenges
- Responding to diverse needs pupils bring to their learning
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils.

By giving attention to these principles, teachers ensure that all pupils have the chance to succeed.

## THE USE OF IT

Pupils are given opportunities to apply and develop their capabilities through the use of ICT to support their learning in religious education. Pupils are especially encouraged to use ICT resources when producing homework and displays for the classroom. Useful websites are found on The Chauncy School website.

## MINIMUM TIME REQUIREMENTS

Key Stage Three	135 hour over 3 years
Key Stage Four	60 hours over 2 years
Sixth Form	30 hours (Two year course)
	15 hours (One year course)

A KS3 course is presently running in the school and the department seeks to develop and improve this year on year. Some students choose to study RE/Philosophy and Ethics at KS4 and study this to GCSE level. A similar but more advanced course will be offered in the sixth form in the near future. All other KS4 students study a PSHRE course for one hour a week and this has been described earlier in the policy.

## COLLECTIVE WORSHIP

The school cannot hold an Act of Collective Worship for all students daily. Pupils all take part in an assembly with the rest of their year group once a week and have assemblies with other year groups approximately once a fortnight. These larger assemblies are lead by the Senior Management Team and frequently focus on thought provoking spiritual, moral and cultural issues. Time for reflection by pupils is often built in to these assemblies.

In tutor time in the lower school, students use material that encourages thought about spiritual, moral and cultural issues. As has already been explained, such issues are developed further during the KS4 PSHRE course that all students follow.

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**Approved by R&D Committee, May 2006.**