



# WILLIAM FARR

C of E Comprehensive School

## Religious Studies Policy

At William Farr School we refer to Religious Education as Religious Studies

This policy has been adopted by the Governors/Directors in consultation with the RS subject leader and teaching staff. This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

### *The Purpose of RS at William Farr Church of England School*

We teach RS as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be: "our pupils' ability to hold balanced and well-informed conversations about religion and worldviews". The department supports the school's vision to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

**Compassion      Friendship      Perseverance      Respect      Responsibility      Wisdom**

### *The Aims of RS at William Farr Church of England School*

RS at William Farr Church of England School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RS for all pupils registered on the school roll
2. The content of RS must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain

3. The RS curriculum provided will be in accordance with the Locally Agreed Syllabus for Lincolnshire. We deliver RS in accordance with the Church of England Education Office's Statement of Entitlement.

Within this framework our aims in RS are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;

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- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principal religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
  1. Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them
  2. Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience
  3. Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

### ***The Context***

William Farr Church of England School is a large rural school for children in the age range 11 to 18. We work to the Lincolnshire Locally Agreed Syllabus for RS. As a Church of England school, we recognise the core place that RS occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RS to our journey towards realising our school's distinctively Christian vision. We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of effective RS. We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice, and we see RS as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

### ***Time Allocation***

It is the expectation of the Church of England Education Office that RS should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing one hour per week for each year group in Year 7-11 culminating in taking a GCSE in RS. In Year 12 and 13 we provide RS through the PSHE curriculum and drop-down days along with assemblies and thoughts for the week. RS curriculum time does not include PSHE lessons, collective worship or assembly.

### ***Scheme of Work and Planning***

Our RS scheme of Work is based on the Lincolnshire Locally Agreed Syllabus [and can be provided on request]. RS will be based around termly themes/cross-curricular units. At KS3, the principal religions studied will be Christianity, Hinduism and Islam. It is not expected that pupils will study all six major world religions in depth during their time at William Farr C of E Comprehensive School although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, Atheism and Agnosticism as part of their RS curriculum. We carry out curriculum planning for RS in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives

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details of each unit of study delivered to each Key Stage. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RS Subject Leader and form part of the annual monitoring process for RS teaching and learning.

### ***Teaching and Learning***

Ofsted guidance in the May 2021 Report, encourages a range of teaching and learning styles in RS; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RS according to their individual needs. We identify RS as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire Locally Agreed Syllabus for RS and follow the guidance of the Lincoln Diocesan Board of Education in relation to assessment of progress and attainment in RS. We provide an annual report on each child's progress in RS. This report will be based on regular monitoring of work in RS using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

### ***Resources***

William Farr C of E Comprehensive School has invested in a wide range of appropriate books, artefacts, DVD resources, posters, etc., and the RS Subject Leader audits these resources annually. We take advice from the Diocesan RS Adviser and other RS professionals on the best resources to support the delivery of high-quality RS. Our planning and homework tasks are available on the school VLE to enable parents to support their child's learning in RS.

### ***Visits and Visitors***

We consider that an essential element of the delivery of good quality RS is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RS and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit William Farr Church of England Comprehensive School. These visits are arranged in accordance with the school's trips policy.

### ***Supporting All Learners***

Whole school policy with regards to SEND and differentiation applies to RS. Teachers ensure that the learning activities employed in RS are differentiated to meet a variety of learning needs. At William Farr Church of England Comprehensive School, we teach RS to all pupils, whatever their ability and individual needs. RS forms part of our commitment to provide a broad and balanced education to all children. Through our RS teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

### ***Inspection***

The effectiveness of RS is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. William Farr Church of England Comprehensive School is a Voluntary Controlled school. As such, progress and attainment in RS is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RS Subject Leader to review and maintain evidence for the RS elements of this inspection, with appropriate support from the Head Teacher, Governors and Diocesan RE Adviser.

### ***Monitoring and Review***

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RS Subject Leader will monitor the delivery of RS during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RS. The department will follow the school Quality Assurance measures and Development Management programme. The RS Subject Leader must work with their line manager to ensure that leadership of RS remains a high priority and is of a high quality.

### ***Withdrawal from RS***

We acknowledge the right of parents/guardians to withdraw their children from RS lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RS lessons or a teacher wish to refuse to teach RS, we require that written notice be sent to the RS Subject Leader. Should a parent/guardian request that their child be withdrawn from RS, we will endeavour to communicate clearly the place of RS within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RS lessons, the school is required to provide supervision, but should not incur any additional cost in so doing. Any queries regarding withdrawal from RS should be directed to the RS Subject Leader in the first instance, and thereafter to the head teacher.