



# WILLIAM FARR

C of E Comprehensive School

## Religious Education Policy

### INTRODUCTION

The introduction of the National Curriculum has facilitated the need for all SACREs (Standing Advisory Council for Religious Education) and therefore Religious Education (RE) departments to provide a broad and balanced curriculum for all pupils, which promotes “their spiritual, moral, cultural, mental and physical development and prepares them for adult life”.

This policy document is intended to outline how the RE department at William Farr Church of England Comprehensive School will put the Lincolnshire Agreed Syllabus for Religious Education into practice. It seeks not only to give a rationale for development, but also to give clear and detailed guidelines for effective implementation of RE for all pupils.

The Head of RE and all members of the department have the responsibility to implement the policies enshrined here to the best of their ability.

### THE SCHOOL CONTEXT

#### Vision and values

William Farr Church of England Comprehensive School's vision is 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 SUBJECT

RE seeks to identify and develop particular skills, concepts, knowledge, understanding and evaluation.

#### Skills

Pupils should develop the ability to explore and make meaning from religious experiences, their own and others, and be able to respond to those experiences.

#### Knowledge

Pupils will be expected to know, select and present relevant factual information about religion in an organised manner.

#### Understanding

Pupils will be expected to show an understanding of language, terms and concepts used in religion; to recognise the role and importance in religion of special people, writings and traditions; to consider meaning given to belief and how these are related to the personal and corporate practice of religion; to reflect on questions about the meaning of life and the variety of responses given to them.

## Evaluation

Pupils will be encouraged to be aware of differences and similarities in religion and evaluate based on evidence and argument, issues of belief and practice arising from the study of religion. Evaluation is not intended to test the validity of a viewpoint, but only to assess the extent to which they are able to express and support an opinion coherently.

## Concepts

Pupils will be given opportunities to communicate in a variety of ways, with teachers and other pupils on an individual and group basis. This will provide material for comment on school reports.

## THE AIMS OF RE

The aims of RE can be expressed as follows:

- To help a pupil to explore religion in order to achieve knowledge and understanding of religions, their beliefs, experiences and practices.

*In our school community we aim to take **responsibility** for learning.*

- To contribute to the development of a pupil's own beliefs and values.

*In our school community we keep going and **persevere** to achieve our goals supported by staff and peers.*

- To encourage a pupil to respect the rights of other people to hold beliefs different from their own.

*In our school community we show **respect** to all.*

- To raise awareness of life experiences and the questions they raise.

*In our school community we share **friendships** as we walk with people through the good and hard times of life.*

- To explore and respond to religions and life-experiences and develop positive and caring attitudes.

*In our school community we show **compassion** by caring for others and helping our peers.*

These aims will be pursued alongside the three areas of development work in RE:

1. The phenomenological approach or explicit approach – the idea that RE is about studying religions. Theology
2. The implicit approach – the importance of pupils' own experiences and making RE relevant to them. Philosophy
3. The moral approach – RE is valuable if it helps pupils develop their own ideas, beliefs and values. Social Sciences

Taken together, the aims and development work give a broad picture of what RE is all about, in the educational context of school. The RE syllabus will incorporate these elements.

## RE AND SPIRITUALITY

Spirituality in RE is a key aim. It provides opportunities for pupils to:

- Develop an awareness of the human quest to make sense of the world and the human predicament and to seek an ultimate meaning and purpose;
- Become aware of ultimate questions and learn about and be challenged by different questions offered by Christianity and other religions to these questions;
- Learn about beliefs and values and different understandings of the spiritual life, spiritual development and practices in religious and other traditions;

- Evaluate for themselves the truth claims made by religious and spiritual traditions;
- Encourage an understanding and respect for those who hold views different from their own;
- Develop their own beliefs and values;
- Respond to religious stories, artefacts and places of worship.

In our school community, we aim to make wise choices, guided by examples we are shown by others and lead by example.

## **WHAT CONTRIBUTION DOES RE MAKE TO THE WIDER LIFE OF THE SCHOOL?**

As a Church of England School we recognise the core place that RE occupies in relation to our Christian distinctiveness. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter a range of religion and worldviews.

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 engaging RE. 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.

The RE department seeks to contribute to the wider life of the school in a number of ways:

1. The department runs a number of study visits to sacred places in Nottingham and Leicester to the faith communities of Judaism, Islam, Hinduism and Sikhism. Throughout their school career, pupils will have the opportunity to visit Christian denominations and Church of England in Lincoln and beyond. Some are invited into school as speakers. Our most ambitious project to date has been to the Holocaust centre in Laxton to visit the exhibition and hear the moving talk of a survivor from the camps.
2. In terms of extra-curricular activities, the department is concerned with promoting Human Rights' awareness.
3. The department is developing its links with University departments and our students have been invited to and will attend lectures to hear distinguished visiting lecturers.
4. The department contributes to the Charity Fundraising in the school.

## **DEPARTMENTAL ORGANISATION AND MANAGEMENT**

### **Organisation**

The department is staffed with four full time specialist teachers and one part-time specialist teacher:

- **Head of Religious Education/Sociology/Psychology** - M.Ed., BA(Hons.Theo.), BA(Psych), PGCE.
- **Assistant Head of Religious Education** - BA(Hons) GTP, MSc
- **Three teachers of Religious Education/Sociology/Psychology (including 1 part-time)** – all with BA(Hons) PGCE, MA

### **Accommodation**

The department has four fully equipped permanent Religious Education bases sited in Halley block.

### **Absences**

The department deals with staff absence by asking staff to set work for predictable absences and where possible sending in or suggesting work when ill. If this is impossible, the HOD will attend to the class setting appropriate work using textbooks and worksheets.

Pupils who are absent will be expected to catch up on missed work where possible by completing the task set or if this is impossible due to large teacher input pupils will copy up the work. When Head of

Year requests set work for lengthy absences the pupil will be set work by the teacher responsible for that group so that tasks are completed simultaneously with others in the group.

### **Agendas and minutes of departmental meetings**

Departmental meetings are held regularly. Items for the agenda are posted in the departmental office, minutes are written and copies of these are circulated.

### **Awards and sanctions**

The department will operate the rewards and sanctions programmes identified in school policy. Members of staff will reward on the basis of their professional expertise, using merits and excellent work certificates for effort and accomplishment. As a matter of course, examples of good work will be shared with the whole department. School policies are followed with regard to sanctions and individual teachers may use extra, detentions, letters home as appropriate.

### **Groups**

Pupils are taught in mixed ability groups in Years 7 - 9. In Years 10 - 11, pupils are taught in broad band groups because of timetable constraints.

### **Monitoring of pupil attendance**

Teachers will take a class register every lesson to monitor pupil attendance. Persistent non-attenders will be identified to Head of Department and appropriate Head of Year.

### **Homework**

All pupils have homework set on a weekly basis, in Years 7 - 9. GCSE full course pupils also have one homework weekly. GCSE short course pupils will have homework set at the discretion of the teacher, which will mainly consist of revision at exam preparation times.

### **Primary/secondary liaison**

Presently, any primary/secondary liaison is carried out informally at Area Religious Education meetings held termly. The Lincolnshire RE Agreed Syllabus dictates continuity and progression between primary and secondary institutions. The department runs a primary/secondary liaison event in the summer term. The department has contributed pupils to the Diocesan Primary Education Church Schools Festival, held annually at the Cathedral.

### **Timetables**

Departmental timetables are held by Head of Department.

### **Calendar**

Pupils study Islam in Year 7 and have visited the Lincoln mosque. All pupils at some point in Years 9 or 10 will be given the opportunity to visit a Hindu Temple, a Jewish Synagogue and another sacred building (either a Mosque or a Gurdwara). In Year 10, pupils will visit various Christian denominations in Lincoln or have their leaders as visiting speakers. They will also visit the Hindu Temple in Leicester to discuss Hindu attitudes towards Ethical Issues. Again, held in conjunction with the History department, Year 10 pupils will visit The Holocaust Memorial centre in Laxton, to support their studies on Prejudice and Discrimination. Speakers are invited into school as appropriate.

Year 12 students attend An Evil Day Religious Studies conference led by RE trainer, Lat Blaylock.

## **ENTITLEMENT**

All pupils should have an education that is:

- Balanced and broad;
- Promotes their spiritual, moral, cultural, mental and physical development; and,
- Prepares them for adult life.

Every Local Authority is required to have a Locally Agreed Syllabus for RE. Any new syllabus drawn up after the Act must:

- Reflect the fact that the religious traditions in Great Britain are in the main Christian; and,
- Take account of the teaching and practices of the other principal religions represented in Great Britain.

At William Farr Church of England School, in support of our Christian distinctiveness, we teach RE to all pupils whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education for all children. Through our RE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

## **THE RELIGIOUS EDUCATION MAP**

The Lincolnshire RE syllabus identifies a number of concepts, at each key stage, which are central to the teaching of RE. This syllabus will incorporate all these concepts as they embody good, balanced practice in relation to the content of RE teaching.

- Theology;
- Philosophy;
- Social Science.

During each key stage the syllabus recommends reference should be made to Christianity, Hinduism or Islam.

### **Groups to whom entitlement may not apply**

The legal requirements concerning withdrawal from RE state that “a parent of a pupil may request that the pupil may be wholly or partly excused from receiving Religious Education given in accordance with the school’s basic curriculum” (ERA 1988 s9(3)).

The Lincolnshire Religious Education Agreed Syllabus also gives guidance for those parents and pupils who do not wish to take up the RE and Collective Worship entitlement offered by the school.

Since parents and carers chose to send their children to this Church of England school, we hope that they would not wish to withdraw their children from RE. However, there is a policy in place to address this, should the need arise.

### **Procedures for withdrawal at William Farr Church of England Comprehensive School**

It is requested that a member of the primary/secondary liaison team or Head of Year 7 should refer any information concerning members of World Faiths other than Church of England, or any parents who are known to have withdrawn their children from collective worship or Religious Education on the grounds of agnosticism or atheism, to the Head of RE. Where there are possibilities that a pupil may be withdrawn, this should be achieved as early as possible.

The school’s brochure clearly sets out its position in relation to RE and Collective Worship. RE is taught in accordance with the Lincolnshire Agreed Syllabus and is, therefore, educational. Collective Worship is held in accordance with the school’s trust deed and is Christian Worship. It is however, understood that parents have a right of withdrawal on conscience grounds from either or both of these activities. If parents insist upon withdrawing their children from RE and/or Collective Worship, this will be requested in writing.

The Head of RE will contact the parents of the pupils referred who have indicated that they may withdraw from RE and/or Collective Worship. They will be invited into school to discuss these matters, the Agreed Syllabus and, in particular, the syllabus relating to William Farr, in an attempt to meet their concerns.

Parents of withdrawn pupils will then be asked to provide alternative material of a religious nature, which will constitute their child’s RE. Tasks can then be completed during timetabled RE periods and seen by parents. The school will not be required to comment upon the academic performance of

these pupils in RE. As it is impractical for pupils to be unsupervised in school, withdrawn pupils may be asked to work in Learning Support.

## **IMPLEMENTATION**

The Programme areas of study in the Lincolnshire RE Agreed Syllabus are covered through appropriate units of work. All programme areas, outcomes and example indicators shown contribute to units of work and as the syllabus progresses, these will be updated to complement classroom strategies and activities. This is simply outlined on a planning the scheme of work chart.

The Lincolnshire RE Agreed Syllabus Programme Areas have been identified to accommodate appropriate schemes of work, thus giving a broad and balanced RE curriculum.

The teaching groups are organised in Years 7 - 9, on a form, mixed ability basis. All pupils in Year 9 follow the Lincolnshire Agreed Syllabus and follow AQA RE Syllabus A, studying Christianity, and Hinduism to Full course GCSE. In Year 10/11 RE is taught in groups based upon broad bands, and students unable to cope with Full GCSE continue to follow AQA GCSE Welsh Board GCSE Short Course. All Year groups 7-11 study RE for one hour a week.

Year 12 and 13 A-level Religious Studies students will follow OCR, studying modules on Philosophy of Religion, Ethics and Development of Christian Thought. More detailed explanations of these can be found in planning documentation.

Commercial schemes are never used in totality in the department. They are applied when appropriate to complement schemes of work. However, this does make life very difficult for non-specialist staff. A scheme may be introduced as and when more resources become available. Lesson planned programmes are available for Key Stage 3/Key Stage 4, to assist less experienced staff.

All pupils have the same entitlement to the Lincolnshire Agreed Syllabus for RE, which allows for a developmental approach, enabling the abilities of all pupils to be considered. Differentiation in RE is achieved through a variety of means such as outcome by task, using stepped tasks offering progress through the curriculum, by means of response, matching teaching approaches to pupils' different educational needs and learning styles.

Pupils may also be given additional support with set tasks, by varying the help given. This may include support teaching, using taped materials, writing frames, artefacts, headings, extension exercises and different resource text.

Pupils are able to demonstrate experiences and understanding derived from programme areas in a wide variety of ways such as drawing, drama, spoken word, as well as writing. It may be necessary as experience demands, to modify the outcomes from the programme areas to meet the developing needs of the pupils.

Information technology is a cross-curricular skill and as such appropriate to RE at different times and to different levels.

RE and PSME are concerned with the development of the whole person. They are distinct curriculum areas and the one should not be the mode of delivery for the other. In defining the theme, in PSME any reference to the spiritual self is omitted and therein the difference is apparent. To achieve this in RE, the issues of meaning and response have to be examined both from the viewpoints of the believers involved and the pupils, exploring the insights gleaned from Christianity and other principal religious traditions.

Equal opportunities are a dimension identified which should permeate every aspect of the curriculum. Religion is used as a central feature of culture, giving authority to individual and group practices and beliefs. It makes a major contribution to the development of understanding culture, beliefs and practices of people from different religious and racial backgrounds.

The RE curriculum will try to open the thoughts of pupils to other traditions and ways of seeing the world, through the use of appropriate resources and methodologies. The learning experiences of the

subject avoids discrimination between the sexes. The department will try to ensure that appropriate opportunities are taken to counter stereotyping and prejudice, whenever possible.

The cross curricular skills of communication, numeracy, study skills, problem solving skills, citizenship are appropriate to RE at different times, places and stages. Through pupils' target setting, pupils/teachers will comment on what skills need improving and how these may be improved. Every effort will be made to utilise some of these skills and make comments through areas of knowledge, understanding and evaluation; the cornerstones of RE.

The school's curriculum must be sensitive to the religious beliefs of pupils which can affect participation in and delivery of the curriculum. Studies in other areas of the curriculum involving religious material should be conducted with sensitivity towards an appreciation of the religion concerned. Consequently, the department will employ a variety of teaching and learning styles in its delivery of the curriculum, ranging from child centred to teacher centred approaches. These may include individual original work, peer tutoring, presenting work to class, graded tasks, researching topics, pair work, small group work, discussion, using artefacts and visual material, worksheets, note taking, reading, essay writing, using exam papers and teacher presentation. The precise methodology for each aspect of the Programme Areas will be outlined in the Lesson Planning Sheets as they are compiled.

The department tries to use a diversity of resources including textbooks, videos, artefacts, library collections, visits to sacred places and visitors. The majority of resources are held centrally in the departmental office and cupboard so that they are available as and when required. Textbooks where possible are deployed to staff and pupils on a termly basis, depending upon the programme area studied. These are then transferred through negotiation at departmental meetings.

Individual and class sets are available from the office. At the end of each programme area, there will be a list of resources available, within the department. As the stock grows these will be updated.

The department's homework policy is to set a task weekly for Years 7 – 9 of 30 minutes and homework of 1 hour per week for those pupils studying GCSE RE in line with the school policy. This may be of a diverse nature exploring, questioning, reflecting and responding to aspects of RE. The actual tasks are left to the discretion of individual members of staff but they should try to match the intended outcomes of each programme area and keep a personal record of the homework set. At Key Stage 5, students can expect to undertake at least 6 hours personal study time a week split between both teachers.

Parents are encouraged to become involved in their child's learning by looking at their exercise books regularly, checking the completion of homework tasks, attending parents evenings to discuss progress and showing an interest in the work undertaken by the department. Parents can also support learning through encouraging and assisting with research in extended areas of study offering attitudes, values and opinions (both explicitly and implicitly) and discussing these carefully with their children.

## **ASSESSMENT**

Assessment is an important part of the teaching and learning process.

The aims of assessment are:

1. To enable pupils to reflect on and acknowledge personal or group achievement.
2. To help pupils take the next step in learning.
3. To communicate with interested parties about the achievement of the pupils.
4. To enable teachers to monitor pupil progress.
5. To enable teachers to monitor the effectiveness of their work.

The emphasis in RE will be on assessed by the broad concepts of outcomes and example indicators which are concerned with helping pupils to develop:

1. Ways of understanding the beliefs, values, attitudes and behaviour of others. This includes the ability to enter imaginatively into their experiences.

2. Awareness of some of the experiences of life which prompt questions about its meaning, value and purpose, and of religious responses to those experiences and questions.
3. Their own values, beliefs and attitudes by reflecting on the experiences of others, and by responding to them in thoughtful and constructive ways.

## **THE PURPOSE OF RE ASSESSMENT**

### **Formative**

Assessment should provide information about how a pupil's learning in RE should be taken forward and to give a pupil targets and feedback about achievement. It can improve pupils' motivation, increase their participation in the RE process and develop pride in their achievement.

### **Diagnostic**

It can help diagnose learning difficulties so that appropriate help and guidance can be given.

### **Informative and summarise**

Assessment can provide information on what pupils know, understand and can do. It can equally provide parents, pupils and those who have a right to know with a comprehensive and valid record of progress and achievement in RE.

### **Evaluative**

Assessment is fundamental in helping schools to consider how well their curriculum, teaching and organisation enables pupils to develop their full potential. It also provides a means by which RE teachers can reflect upon their work as a basis for developing their skills.

It is not appropriate to assess matters which pupils may wish to keep to themselves and whether pupils' own beliefs and values are 'right' or 'wrong'. Whilst discussion matters are often part and parcel of dialogue in the classroom, they are not issues for assessment.

Assessment will eventually be related to a limited number of outcomes/example indicators at each key stage based on the following:

- a. Represent an ongoing process in a key stage, not a fixed point of achievement;
- b. Be visited on several occasions in the course of a particular key stage;
- c. Indicate an outcome which different pupils may achieve at a variety of levels, require a variety of evidence and examples of achievement before broad judgements of attainment can be made.

The following methods are those which will be used to assess pupils, in their achievement of tasks:

- a. Observe pupils working;
- b. Listen to conversations and assess pupils' contribution(s) to discussion(s);
- c. Look for sensitivity in discussing what others value;
- d. Ascertain levels of understanding in their responses to others, questions in books or visual material;
- e. Pupils keep a record of work done;
- f. Look for ways they have applied knowledge learnt;
- g. Consider the application of skills gained in lessons and life experiences;
- h. Devise tasks involving creative activity which in turn would lead to levels of response;
- i. Assessment tests;
- j. Look for insights in questions asked;
- k. Negotiation between staff and pupil concerning progress;
- l. Pupil self-assessment.

The Lincolnshire RE Agreed syllabus has identified that it is the responsibility of each department to provide assessment, recording and reporting policies. Assessment may still take the form of a numerical mark or grade set against specific criteria. The pupils must be made aware of what they have to do to demonstrate achievement in a piece of work and how the marks are allocated

accordingly. Pupil's work need to progress and improve their skills. Comments made should be as constructive as possible. Marks will be recorded in the teacher's mark book and be available for scrutiny. They will be used as a basis for report writing. Evidence of pupils' work will be retained in exercise books and pupil assessment sheets. Pupils may be given tests deemed appropriate by the teacher at particular points in the programme areas, and some pupils will complete a yearly examination.

At Key Stage 3, pupils will be given a target grade. Pupils will complete an assessed piece of work every term, to identify their progress towards their target. At Key Stages 4/5, students will be given minimum target grades, and marked work will indicate a grade to enable students to assess how well they are doing against their target.

The department recognises that it is important to enable pupils to reflect upon and acknowledge personal and group achievement. Pupils may be involved with assessment through the marking of their own and others work, providing this is carefully monitored. Questions and activities are devised which will provide evidence that pupils have gained knowledge, understanding and skills of evaluation. They should allow pupils to show that they have grasped the meaning of RE material and can apply and use it in different situations. At particular learning points, teachers will want to see that understanding is reflected in any value judgements that pupils make. Different pieces of work may be used to assess a particular area or areas of consideration e.g. understanding.

At the end of each term and programme area, pupils should record and think about their experiences in RE. Pupils will complete a target setting sheet, outlining their overall academic development. They should identify and reflect on questions like:

1. What I have enjoyed.....
2. What I would like to know more about.....
3. What I found difficult and need to work at.....
4. What made me think was.....

Effort and attainment will be rewarded through the use of merits and excellent work certificates.

Each member of the department must keep a record of the Programme areas covered. The marks awarded must be recorded on the work itself and in teacher mark books to provide evidence for assessment. It will be necessary to know which pieces of work contributed to the areas of knowledge, understanding and evaluation.

Presently pupils' exercise books and files, individual studies, small group, oral discussion and display work can all contribute to the overall picture of evidence. These together with teacher mark books currently provide the evidence for assessment. They are all part of the process of learning and monitoring progress, in which the pupils participate and they provide an ongoing record. However, assessed pieces of work based upon each Programme area will provide valuable evidence relating to progress and attainment at Key Stage 3.

At Key Stage 4/5, exam results will provide the most reliable evidence as benchmarks of achievement. During the year, this evidence will be used for reporting purposes.

The RE department follows school procedures in reporting to parents on an annual basis. All pupils in Years 7-9 and those pupils studying RE to GCSE, receive a yearly report commenting upon their achievement, areas for Improvement and exam results. Effort grades will be recorded. Presently, exam results in RE will reflect performance across the whole ability range, as all pupils sit common papers.

A GCSE grade (1-9) will be given following Year 11 mock exams. Where individual progress reports are requested by parents, these are provided by the department.

At Key Stage 5, through academic reviews, teachers complete a report on students' work, effort, attainment and attendance to indicate achievement against target grades - remedial or praise action can then be taken.

## **MONITORING**

End of Unit tests or assessed work will lead to flight paths and GCSE grades at each key stage. These will be standardised at department meetings to ensure continuity and progression, across the department.

Once levels of attainment have been established, exemplar pupil work related to specific levels will be kept by the department.

Homework tasks will be monitored by class teachers, in the first instance and Head of Department by sampling to ensure breadth and depth of teaching and learning opportunities.

Teaching and learning will be monitored by all staff within the department. Good practice and exemplary work are shared at departmental meetings.

## **EVALUATION**

All staff and pupils are continually evaluating their work and performance through external results and internal initiatives/performance management.

Revision sessions are provided for students to reinforce their learning and teaching.

Mentoring of individual students to improve their performance, enables them to evaluate their learning.

Departmental staff evaluate their work, in the light of national/school policies.

## **RESOURCES FOR RELIGIOUS EDUCATION**

### **KEY STAGE THREE**

#### **Class texts**

The department holds class sets of the following textbooks:

- Skills in Religious Education 1;
- Skills in Religious Education 2;
- Skills in Religious Education 3.
  
- The Christian World;
- The Muslim World.
  
- Christianity in Words and Pictures;
- Hinduism in Words and Pictures;
- Islam in Words and Pictures.
  
- Beginning Religion;
- Christianity – Beginnings;
- The Gospel of Jesus;
- The Many Paths of Christianity;
- The Christian festivals Series.

Video:

- Believe It or Not Series;
- Gandhi;
- Moses - the biblical epic;
- The Elephant God;
- Catalogued Videos held in the department;
- CD ROM - Aspects of Religion;
- CD ROM - Investigating Religion;
- CD ROM - Jesus.

## **KEY STAGE FOUR**

### **Class sets**

The department holds class sets of the following texts:

- Ethics and Religion;
- Issues;
- Moral Issues in Six Religions.
  
- Christianity;
- Hinduism.
  
- Six Religions in the Twentieth Century;
- Thinking about God;
- Christianity Key Stage Focus;
- Hinduism - an approach to GCSE.

## **ARTEFACTS COLLECTION**

The department is beginning to build up its own collection of artefacts as listed.

### **BUDDHISM**

- Buddha
- Chorten

### **CHRISTIANITY**

- Chalice and Paten
- Cross
- Crucifix
- Icon
- Baptism Card

### **HINDUISM**

- Mandir
- Puja set
- Arti lamp
- Incense holder
- Ganesha
- Rama Sita

### **ISLAM**

- Prayer Mat and Qiblah
- Qiblah
- Qur'an hat
- Tasbih

### **JUDAISM**

- Challah cover
- Chanukiyah
- Dreidle
- Etrog holder
- Greggor
- Hebrew stencil
- Kippah
- Mezuzah case

- Seder plate
- Shofar
- Spice holder
- Tallith
- Torah scroll
- Yad
- Haggadah

#### **SIKHISM**

- Chauri
- Kara
- Kangha
- Kirpan
- Kach pattern
- Kesh net.

#### **DEVELOPMENT PLAN**

- See Quality Assurance Documentation which includes examination results.
- The RE department receives capitation allocated on a formula basis in line with all departments.