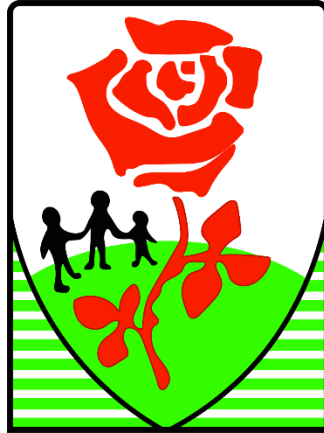


Rosehill School



Religious Education Policy

Key Personnel:	Religious Education and SMSC Subject Lead
Date Reviewed:	March 2024
Date Approved by Headteacher/Governing Body:	Approved at Full Governing Body Meeting 24.4.2024
Date of Policy Review:	March 2025

Rosehill School

Religious Education Policy

Introduction

Rosehill School is made up of staff and pupils who originate from many different nationalities, cultures and faith groups (see Appendix A for current overview of ethnic and religious representation within the school). As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for our pupils.

Legal Guidance and RE

The following information is taken from The Agreed Syllabus for RE in Nottingham City and Nottinghamshire Intentions, Implementation and Impact 2021-2026.

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- ✓ promotes the spiritual, moral, cultural, mental and physical development of pupils;
- ✓ prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- ✓ All state schools ... must teach religious education'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

- As a special school, Rosehill School comply with this requirement ensuring that every pupil receives religious education **as far as it is practicable**.
- All parents have the right to withdraw their child from RE lessons.

It is also good practise for special schools to:

- Take into account the pupils special educational needs and plan the curriculum accordingly.
- Adapt the RE Curriculum in a way that suits pupils needs e.g. choosing content from below the actual age group of the learners, selecting aspects relevant to their own lives and ensuring sensory learning strategies are implemented as opposed to discussions or written tasks where appropriate.

Aims for the RE Curriculum

At Rosehill School, due to the needs of our pupils, RE is taught in a cross-curricular approach, with the focus on promoting the spiritual, moral, social and cultural development of all pupils.

- To explore and respond to life experiences
- To enrich aspects of pupil's personal, social and spiritual development
- To promote an awareness and understanding of religious beliefs, practises and experiences
- To help foster a spirit of co-operation and mutual respect in a multicultural society
- To equip the pupils with knowledge experiences and skills to enable them to develop an understanding of religious values and beliefs

Objectives for RE Learning

Pupils will be...

- Aware of things that are special and important in their lives
- Learn to appreciate the wonder and beauty of the world
- Learn the importance of quietness and reflection
- Learn to express personal thoughts about stories, pictures, music and life experiences
- Share feelings and experiences with others
- Learn to value the importance of belonging to a family, class, group and school
- Learn the difference between wrong and right
- Learn to appreciate they are personally valued and that others deserve respect

Teaching and Learning

- Religious education is placed into meaningful contexts for the pupils by integrating themes into the school's rolling programme of topics.
- The spiritual, moral, social and cultural education and Fundamental British Values are recognised in each subject planned and is emphasised throughout the school day.
- Elements of the RE curriculum are carefully chosen to be meaningful to pupils who have autism. The majority of our learners with autism are visual learners therefore, much of the content in the early years takes place through art and craft and by providing experiences of different celebrations and festivals that occur throughout the year.
- Assemblies and group teaching and learning sessions are used to introduce festivals and to promote spiritual, moral, social and cultural education through creative and visual means.

<u>Key Stage</u>	<u>Recommended Allocated Teaching time</u>	<u>Examples from RE Curriculum at Rosehill</u>
EYFS and KS1	36 hours per year (50 mins per week)	<ul style="list-style-type: none"> • Look at pictures and photos of celebrations and festivals • Learn through expressive arts and design, music, PSHE (cross- curricular links). • Weekly assembly • Explore festivals such as Christmas- take part in whole school Christmas celebrations and performances.

		<ul style="list-style-type: none"> To look at the world religions and explore elements of their beliefs using music, art and multi-sensory experiences to make it meaningful and relevant to children with autism. To visit places of worship where appropriate. Weekly assembly
KS2	45 hours per year (an hour a week)	
KS3	45 hours per year (an hour a week)	<ul style="list-style-type: none"> To have some experience of the beliefs and practises of the important festivals of different religions To be aware that festivals are special celebrations To be aware that the celebrations have religious meaning and that people from different religions celebrate in different ways Weekly assembly
KS4	5% of Curriculum Time	
Post 16	"Clearly Identifiable and not tokenistic"	

Timetabling for RE

- In EYFS – Religious Education is embedded into the Knowledge and Understanding of the World. It may be explored through continuous provision.
- In KS1-4 RE may be taught explicitly or as part of a cross curricular approach e.g. through PSHE/RSHE, citizenship, humanities, expressive arts and design or as a focus for a day or period of time e.g. Diwali, Christmas, Eid etc.
- Reflection time, assemblies, communication/language sessions and the MILE may be used to enhance the RE curriculum.
- Assembly rota to ensure RE is taught across the school through assemblies.

Monitoring and Evaluation

- Parents are advised that they can request their child is excused from RE related learning and specific lessons.
- The spiritual, moral, social and cultural elements and Fundamental British Values links of teaching are to be recognised in the planning documents of all subjects.
- Teachers refer to the Rosehill Religious Education Pathways to inform their planning and assessment of RE.
- The schools provision for RE is monitored and evaluated by the Curriculum subject Leads.

Appendix A

Ethnic representation at Rosehill is currently (2024; information from SIMS database):

White British	Pakistani	Gypsy/Roma	Any other black background	Any other ethnic background	Bangladeshi
Any other mixed background	Any other white background	White and black Caribbean	Indian	White and black African	Black African

Religious Representation at Rosehill is currently (2024; information from SIMS database):

Christian	Muslim	Hindu	Sikh	Other	No religion
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