



CHIPPING NORTON
SCHOOL

RE POLICY
(STATUTORY)

Reviewed by:	Impact Committee
Date reviewed:	September 2021
Next review:	September 2022
Member of staff responsible:	James Dye

1. INTRODUCTION

1.1 Definition

RE is the study of religious and secular beliefs and values, including British values; and how they are expressed in different societies and cultures.

1.2 Aims

Students of RE will develop:

- understanding of the teaching and practice of Christianity and other world religions
- responses to the beliefs and values of other cultures and individuals
- a sense of British identity which might be religious or non-religious in character
- tolerance through understanding of social, moral, spiritual and cultural difference

1.3 Principles

Students should receive a broad and balanced curriculum which contributes towards their spiritual moral, cultural and intellectual development, incorporating British Values. We aim to provide continuity and progression through the Key Stages. Students should be aware of, and respond to, life experiences and the questions they raise, for example:

- Who am I?
- What do I know?
- What should I do?

1.4 Cultural and emotional development

We follow a curriculum in line with agreed syllabi. This requires us to study Christianity and other religions at each Key Stage. Throughout a student's school career they will have the opportunity to explore and gain understanding of a variety of world religions and other philosophical beliefs. Students will consider the tension and harmony between religious traditions within the modern globalised world. By considering past conflict and failures, students will understand the need for British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students will therefore be encouraged to practice constructive dialogue of different viewpoints including interfaith dialogue.

2. PRACTICE

2.1. RE Teaching

2.1.1 The syllabus reflects the fact that religious traditions of Britain are largely Christian, but take into account the teaching and practices of other principal religions, as well as atheism, agnosticism or humanism.

The RE syllabus is reviewed annually and is available to parents on request. The school regularly reports to parents on their child's progress in RE. Parents have the right to withdraw pupils from RE lessons.

Staff are sensitive to the individual beliefs of students regarding experiential learning, e.g. role-playing from the perspective of a believer or simulating meditative acts.

2.1.2. Key Stage 3

We deliver an accelerated KS3 over two years, in mixed ability tutor groups, in years 7 and 8. The current programme of study is as follows:

- Unit 7a: Philosophy and Ultimate questions
- Unit 7b: Concepts in the life of Jesus
- Unit 7c: Islam life, beliefs and teachings.
- Unit 7d: Sikhism life, beliefs and teachings.
- Unit 8a: Buddhism ethics, belief and teachings
- Unit 8b: Holocaust and Prejudice
- Unit 8c: Religion and science

2.1.3. Key Stage 4

In KS4 we offer full course GCSE Religious Studies as an option subject delivered over Years 9 (from the summer term), 10 and 11. Students opting to take GCSE Religious Studies will receive the lesson allocation of other comparable Humanities GCSE subjects. Students are grouped in mixed ability sets. We study the AQA GCSE A syllabus for Religious Studies. Students study: crime and punishment, human rights, life issues, and war from various religious and non-religious perspectives. We also study the beliefs and practices of Christianity and Buddhism.

2.1.4. Key Stage 5

In KS5 we offer A level Religious Studies which incorporates philosophy of religion, religious ethics and Buddhism. We follow the OCR examination board following option D, developments in Buddhist thought.