

Manor CE Academy

Religious Studies (RS) Policy

Vision

At Manor we are committed to providing high quality RS through a broad and balanced curriculum to ensure that students flourish. RS is at the heart of the school community and is deeply rooted in the person and work of Jesus Christ. Our rich and varied curriculum covers Christianity, other religions and world views and aims to allow students to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- Gain knowledge of a range of religions and worldviews appreciating a diversity, continuity and change within the religions and worldviews being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

The RS Department works to implement the Statement for Entitlement for Religious Education (2019) in Church of England Schools. This is central to the considerations of all staff who are involved in planning, teaching and assessing student's involvement in anything associated with RS at Manor CE Academy.

The Statement for Entitlement for Religious Education can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

The effectiveness of the RS Department is evaluated through a Section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection.

Key Considerations in implementing this Statement include:

Religious Studies is a Core Subject at the Academy

All students will take RS throughout their time at the Academy. At KS3, students will engage with Christianity a range of different religions and world views while at KS4, all students will work towards entry for a Full Course GCSE. The progress of students will be analysed in line with other core subjects, in particular English, and will be presented accordingly when reporting home and in other aspects of the Academy.

RS will maintain a high profile within the Academy. RS will actively engage with extra-curricular aspects of school life to further complement the academic rigour offered by a rich and varied curriculum.

The Director of Learning for Religious Studies will attend the Ethos Governors Meetings where the subject and this policy will be regularly reviewed.

Curriculum Time

All students will receive two hours per week of Religious Studies. At least 50% of this time will be dedicated to learning about and from Christianity predominantly through the Understanding Christianity resources, while the remainder will engage with other religions and world views. KS3 will run in line with the Academy to including year 7 and 8. KS4 students will all study a Full Course GCSE in Religious Studies over year 9, 10 and 11. This provision gives our students 8% of their curriculum time dedicated to Religious Studies which meets the requirements of the Church of England.

Staffing

RS will be taught, where possible, by subject specialist teachers. Where class splits between two teachers are inevitable, due to timetable constraints, each teacher will deliver independent units in order to maintain consistency in content.

Staff will have access to CPD to develop their pedagogy and subject knowledge. Staff will continue to engage with new developments in RS teaching and subject content, working closely with each other, other RS Departments and the diocese.

The Department will continue to welcome PGCE Trainee Teachers from York Saint John University and will offer additional training through the University to support the on-going partnership between the University and Academy.

Grouping

At KS3, students will be taught in their form groups. These are mixed ability.

At KS4, groups will be organised by the RS Department taking into account a wide range of considerations. The RS Department will liaise with both the English Department and Welfare Team in putting these groups together. Changes may be made to these groups in order to give each cohort the best possibility to succeed.

Able, Gifted and Talented and SEND Students

Student attainment will be discussed regularly at department meetings to ensure all students are known. The RS Department will engage thoroughly with student data within their classes. Lessons will be planned in order to support and challenge students in their learning.

RS Teachers will work closely with the Learning Support Department and Teaching Assistants in respective classes in order to ensure work is accessible to all students. This may take the form of whole school training highlighting student needs, department discussions, and oral/digital liaison with class/student Teaching Assistants.

Where students are identified as Gifted and Talented, RS teachers will take this into account when planning lessons. In cases where students are performing to a high standard, student names will be passed onto the Lead Teacher for Able, Gifted and Talented students and appropriate challenge will be planned into lessons.

Assessment Recording and Reporting:

Across the year groups, students will be assessed in a formal end of unit assessment at least once a term. Books and other classwork will be marked at least twice a half term and students will be given time to make improvements to work when feedback is given. End of unit assessment data will be recorded centrally in the department and will inform school reports.

Throughout each unit other assessed work will be set which will allow students to develop skills to contribute towards their end of unit assessments. At KS4 students will complete at least two exam style questions within each unit over and above the end of unit assessment. Across both key stages, homework will be set that contributes to the development of skills and acquisition of knowledge within the particular unit being studied at the time. Homework will vary in length and clear instruction and support will be given to students for them to succeed in tasks to be completed outside of the classroom.

Students in KS4 will complete mock exams each year. This will include content covered throughout the GCSE course. At Year 11 Students will complete two mocks to reflect the two components of the GCSE. Comprehensive revision materials will be provided through the RS Department.

See appendix A: 'Homework and Feedback' for further detail.

Beyond the classroom:

Throughout the student's time at Manor, the RS Department encourages the students to engage with the Academy values of Serving Others, Growing Together and Living Life to the Full. At KS3, students will engage with the Archbishop of York Young Leaders Award and complete three pieces of action in their local communities to work towards being the change they want to see.

The RS Department works closely with outside agencies, individual professionals and people of faith, of Christian and other faiths, from the community. Continued efforts are made to arrange visitors who will complement the Departments schemes of work and enhance the students learning experience.

The RS Department will continue to pursue opportunities for students to visit places of religious and spiritual significance. Examples of trips offered could include visits to Holy Redeemer, the opportunity to visit Krakow, linking closely with their work studying the Human Rights and Social Justice Theme of their GCSE and support for the year 10 Taize Pilgrimage.

Withdrawal

Parents/Carers of students in the Academy are permitted to request that their child is withdrawn from receiving all or part of religious education and/or collective worship given at the school and any such request shall stand until such time that the parent's request is withdrawn.

Appendix A

Type and frequency of feedback and homework by Key Stage: Religious Studies

KS3	KS4
<p data-bbox="94 325 235 357">Feedback:</p> <ul data-bbox="142 403 795 1438" style="list-style-type: none">• Verbal feedback will be given within lessons through questioning and one-on-one conversations where appropriate.• Dialogue Marking will take place frequently throughout each unit. Written comments will outline what the pupil has done well and a target of how to improve.• Directed improved reflective time (DIRT) will occur after a piece of dialogue marking and students will be given frequent opportunities to respond to targets.• In addition to dialogue marking, formal assessments will take place at least once a term. They may take the form of end of unit style tests or as extended homework projects. Pupils will be informed on how to improve on future assessments and pieces of work through teacher comments and highlighted targets.• Book work will be checked regularly in lessons and will be marked at least twice a half term. This is to check literacy, key terms, effort and presentation of work. This will be seen in the pupil's book via ticks, stamps and merits.• Showbie will be used as a feedback tool when appropriate.• Pupils will be motivated by rewarding effort with praise, merits, postcards home and the school reporting system. <p data-bbox="94 1474 256 1505">Homework:</p> <ul data-bbox="142 1551 787 1843" style="list-style-type: none">• Homework will be set throughout each unit.• Homework will vary in structure depending on lesson content and current topic.• Homework will include preparation for the coming lesson, flip learning and ensuring all classwork is up to date.• Feedback will be given as appropriate to the task and/or the students need to improve	<p data-bbox="824 325 966 357">Feedback:</p> <ul data-bbox="873 403 1526 1474" style="list-style-type: none">• Verbal feedback will be given within lessons through questioning and one-on-one conversations where appropriate.• Within each unit, at least two exam focus questions will be completed with feedback given whether through teacher lead dialogue marking, peer or self-assessment where appropriate.• Directed improved reflective time (DIRT) will occur after a piece of dialogue marking and students will be given frequent opportunities to respond to targets.• Exam Style assessments will take place at the end of each unit. Pupils will be informed on how to improve on future assessments by a clearly structured exam review lesson. Students will annotate assessments to add to teacher comments. The assessments will be found in Religious Studies Assessment folders.• Book work will be checked regularly in lessons and will be marked at least twice a half term. This is to check literacy, key terms, effort and presentation of work. This will be seen in the pupil's book via ticks, stamps and merits.• Showbie will be used as a feedback tool when appropriate.• Pupils will be motivated by rewarding effort with praise, merits, postcards home and the school reporting system. <p data-bbox="824 1509 987 1541">Homework:</p> <ul data-bbox="873 1587 1526 1915" style="list-style-type: none">• At least two homework pieces will be set per unit.• Homework will consist of exam style questions to embed learning from lessons.• Homework may also include preparing for the coming lesson, flip learning and ensuring all classwork is up to date.• Feedback will be given as appropriate to the task and/or the students need to improve.