

### Summary

- Manor Green College is a generic secondary and tertiary special needs school that provides a unique learning environment for pupils with Learning Disabilities and a wide range of complex needs.
- The Religious Education curriculum ensures that pupils learn about different faith communities, and opportunities for visits and visiting speakers are used to enable the pupils to gain an insight into other people's beliefs and values.
- Whilst the College ethos is broadly Christian in nature, and promotes British Values, the staff team are sensitive to, and reflective of, the wider religious and social culture that exists within modern British society.
- Attention is drawn to other faiths and their special festivals and celebrations, in order to increase pupils' awareness and understanding of the increasingly multi-cultural society in which we live.
- Religious education and collective community occasions are used to promote the pupils' spiritual, moral and cultural understanding and develop positive attitudes towards each other regardless of race, gender, belief or ability.
- At Manor Green College, RE reflects the teaching and practices of the principle religions represented in Britain, while taking account of the different British Conditions.
- Parents have the right to withdraw their child from religious education and/or collective worship.

### The importance of religious education in the curriculum

- Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, moral issues of right and wrong and what it means to be human.
- Religious Education in Manor Green College develops pupils' knowledge and understanding of Christianity, which is taught throughout each key stage.
- Other principal religions taught are Buddhism, Hinduism, Islam, Judaism and Sikhism. Consideration is also given to other non-religious perspectives such as humanism.
- RE offers pupils opportunities for personal reflection and spiritual development.
- It considers the influence of religion on individuals, families, communities and cultures.
- In Manor Green College, Religious Education has two central attainment targets:
  - AT1: Learning about Religion
  - AT2: Learning from Religion
- In *Learning about Religion* pupils learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.
- In *Learning from Religion* pupils reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?), questions of meaning (e.g. what do people believe about how life began?), and values and commitments (e.g. who and what do I value?)

### Aims for Religious Education

The framework for Religious Education sets out the following aims to help our pupils to develop:

- Investigation/enquiry - finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs.
- Communication - sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT.
- Interpretation - recognising and talking about religious symbols, stories and sacred texts.
- Analysis and evaluation - developing their own views and ideas, recognising the views of others.

## Core Attitudes in Religious Education

Core attitudes promoted through the RE curriculum include:

- Self-esteem (so that every pupil feels valued and significant),
- Respect (including being sensitive to the beliefs, feelings and values of others),
- Open-mindedness (being willing to learn and gain new understanding) and
- Appreciation and wonder (developing pupils' imagination and curiosity).

## Expectations in Religious Education

At Manor Green College, Religious Education is assessed using level descriptors.

By the end of Key Stage 3, most pupils will be expected to achieve level 2. In Religious Education, this means that they can:

- use religious words to identify some features of religion and its importance for some people.
- show awareness of similarities in religions and can identify how religion is expressed in different ways.
- ask and respond sensitively to questions about their own and others experiences and feelings.
- recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 4, most pupils will be expected to achieve level 4. In Religious Education, this means pupils can:

- describe both similarities and differences within and between religions.
- make links between different aspects of religions and can describe the impact of religion on peoples' lives.
- suggest answers to questions of identity and meaning.
- apply their ideas to their own and others' lives.
- describe what inspires and influences themselves and others.

## Equal Opportunities in Religious Education

All pupils at Manor Green College have the same opportunity to access the Religious Education Curriculum.

However, students with profound and multiple learning difficulties will experience *Learning about Religion* and *Learning from Religion*, through a separate personalised and targeted curriculum within the whole, broad PMLD curriculum.

## Shared Collective Community time

- The College believes in the importance of promoting a sense of community and shared values, and this is achieved through an essentially secular model.
- The College plans a program of whole school and Key Stage assemblies throughout the year.
- Reference will be made at different times of the year to religious festivals and religious/cultural expectations, and these can make a significant contribution to pupils' social, moral, spiritual and cultural development.
- Collective community occasions are an important vehicle for pupils to explore and share beliefs, consider the importance of thought, meditation and silence, the relevance of ideas and beliefs to their own lives, think about the needs of others and develop that sense of community.

## Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods, which include:-

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Pupils experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help pupils develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) and Social Stories in helping pupil's awareness of religions and beliefs.

**Updated September 2017**

**Review Date June 2019**

**This Policy was formally ratified by the Governing Body on 27.09.17**

**Signed: \_\_\_\_\_**  
**Chair of Governors**