

PHILOSOPHY, RELIGION AND ETHICS (PRE) POLICY

This is a Category 1 Policy (Full Delegation)

This policy is in force until further notice

PHILOSOPHY, RELIGION AND ETHICS (PRE) CURRICULUM POLICY

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Avanti schools exist to help each person become a well-rounded human being through intellectual, personal and spiritual growth, and so make the world a better place. PRE is a core curriculum strand that supports the achievement of this aim.

1. Introduction

and Ethics (PRE) curriculum for Early Years Foundation Stage (EYFS), and primary and secondary phases of education and includes:

Aims and purpose of the PRE curriculum; Pedagogic and curriculum principles; Approach to inclusion and alternative provision.

2. The Avanti Schools Trust PRE curriculum

knowledgeable, inquiring, philosophically critical, reflective and spiritually insightful students who contribute meaningfully as responsible British citizens.

The PRE curriculum upholds the principles embedded in the 2014 National Curriculum in England by:

Promoting spiritual, moral and mental well-being, and social and cultural development within the school and wider community;

excellence academically and personally, ready for their next phase of learning in life; and,

Ensuring an exploration of philosophies and religions.

Avanti schools aim to develop religiously literate learners who:

Love learning and are deeply inspired by knowledge of and about life; Are confident, inquisitive and articulate, and strive to learn more independently;

Western and Eastern philosophies as well as religious ideologies; Whilst discovering or being rooted in their own beliefs and values, are able to critically discuss and debate these in relation to those of others; Are socially responsible, and exhibit a passion to achieve the very best for themselves and society;

Are highly successful and display humility, aware in the knowledge that their success is also inextricably linked to the success and support of others.

PRE is a core subject in Avanti Trust schools and 10% of curriculum time is allocated to it. This does not include worship. PRE lessons will be held twice weekly at primary schools lasting 60 minutes each and three times a week for years 7, 8 and 9 lasting 60 minutes each.

Schools will offer Religious Studies examined courses for Key Stage 4. The GCSE examination

and board will be Christianity and Hinduism with AQA.

At Key Stage 5, the choice of examination board and specific RS/PRE subjects will be agreed

The PRE curriculum does not explicitly include the personal, social, health and economic (PSHE) curriculum, citizenship, nor any other National Curriculum subject (although values are explored); it stands as a discrete area of knowledge. The PRE curriculum is our RS curriculum offer in primary phase and in Years 7, 8 and 9. As the PRE curriculum includes RS, parents are entitled to withdraw their children from all or part of the sessions.

worldviews and b) critical thinking skills. Gosely aligned to the 2010 Non-Statutory Curriculum Framework for Religious Education and 2013 A Curriculum Framework for Religious Education in England, these are categorized into four aspects: knowledge, critical thought, application and experience:

Knowledge:

- Learning from and about philosophical concepts drawing from the religious traditions.

Critical thought:

- Teaching students how to construct arguments and debate (in written and oral ways), with critical analysis as essential.
- Teaching students to become skillful and articulate questioners, able to question

Application:

Applying learning and skills to ethical and moral dilemmas.

Experience:

- Experiencing religious life in real contexts (e.g. visiting places of worship).
- Learning about different religious rituals, festivals and ways of life (with the option to be involved in festivals, for example).

These categories give the foundations on which an appropriate pedagogy can be constructed to include:

Balanced pupil and teacher voice, giving opportunities for students to pose critical questions;

Dialogue;

Knowledge acquisition through direct teaching;

thinking;

Planned opportunities for students to use their knowledge productively through presentations/projects to improve the school or society, teaching younger pupils, volunteering etc.;

Independent research skills and practice;

Learning through visits to religious places and meeting people from different faiths; Direct teaching of debating skills and critical thinking;

marking and feedback; self-assessment topic sheet (one for each scheme of work); knowledge tests; peer assessment; presentations and quality of performing art works: art,

Assessment at KS4 and KS5 will be aligned to the required or recommended frameworks to be found in the national examination board specifications.

Assessments will be used both to inform planning of subsequent teaching and learning as

school. Most commonly, students can sit at the back of another classroom (not in their own classroom) or in the library reading a book whilst the lesson takes place. This time should not be used for other curriculum subject areas, e.g. extra maths or other lessons. Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE; such provision is the pa