



BISHOP CORNISH CHURCH OF ENGLAND V.A. PRIMARY SCHOOL



POLICY FOR RELIGIOUS EDUCATION

Religious education is a legal entitlement for every pupil and enables children to investigate and reflect on some of the most fundamental questions which life presents. RE seeks to bring children to a knowledge and understanding of religion and to contribute to the development of a pupil's own beliefs and values, and the distinctive way in which human beings express their understanding and experiences of life.

PHILOSOPHY

At Bishop Cornish we have a strong Christian ethos which is clearly presented and promoted. We believe that RE has a major contribution to make to children's learning, especially in terms of their spiritual awareness. We regard it as a particular area of the curriculum where values and school ethos 'come alive' in the classroom. We aim to help children develop respect and sensitivity for all people and to understand more of the importance of religion in today's world. Much of the work in RE begins with children's own experiences and emphasises how special and unique they are.

We offer an explicitly and implicitly Christian philosophy which affirms the importance of the spiritual, moral, cultural, mental, emotional and physical development of all pupils.

We believe in developing the children's knowledge and understanding of a selection of major world faiths and the realisation of what being British means in today's society.

The Governors and staff of our school promote the knowledge of God's loving care for each individual. This will be realised through the day to day management of the school.

We believe in an ethos where the value of the child is affirmed. We aim to provide an environment where pupils share experiences which allow them to grow in truth, love, security and forgiveness.

Our Church school assists children and adults alike to experience and discover Christian truths.

REQUIREMENT

In our church school RE must be in accordance with the teaching of the Church of England (reflecting our foundation). The Governors have a responsibility to see that the RE reflects the Anglican tradition of the school.

For timings see curriculum allocation of time sheet. This does not include time spent in collective worship or assembly.

36 hours per year are taught in KS1 and 45 hours per year in KS2. 75% of the teaching is Christian based, 25% of the teaching is on world religions.

Legal Requirements:

RE is part of the curriculum of the school and by law all children must participate in the lessons unless they have been withdrawn from it by their parents. Parents have a right to withdraw their children from Religious Education although this is unusual policy in our church school. Requests should be made to the Head Teacher in writing. It is recommended that a minimum of 5% of curriculum time be spent on RE.

AIMS

The central aims of RE in the school are to esteem and educate every child (mission statement) and to help children:

- develop a sense of awe, wonder and mystery;
- prepare for the opportunities, responsibilities and experiences of living in community;
- acquire and develop knowledge and understanding of Christianity;
- gain some experience of what it is like to be a Christian;
- develop knowledge and understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop an awareness about religious and moral issues; develop lively, enquiring minds;
- develop positive attitudes towards others;
- foster a sense of loving responsibility and sharing within the community;
- develop knowledge and understanding of the beliefs and practices of other principal religions, Judaism, Islam, Hinduism, Buddhism and Sikhism;
- enhance their spiritual, moral, cultural and social development by:
 - i. developing an awareness of fundamental questions of life and responding to such questions through their own understanding and experience, and with reference to the teaching and practice of Christianity.
 - ii. reflecting on their own beliefs, values and experiences.
- to fulfil our role as a Church of England Aided school.
- to develop an awareness of the worldwide Anglican church.
- to build a sense of our multicultural society in Britain today and our place in the world.

APPROACHES

We believe that RE should be an exciting subject, so we employ a variety of teaching methods as appropriate for the age, development and ability of our pupils. These include:

- art, music, dance and drama,

- the use of stillness and periods of quiet reflection,
- exploring artefacts, pictures and photographs,
- the use of ICT, including our interactive whiteboards and ICT suite,
- our website,
- visiting places of worship and talking with members of churches and other visiting speakers.

We also use books, DVDs and food to support our learning.

The school adopted the syllabus for RE as produced by the Dioceses of Winchester/Salisbury/Portsmouth '*Inspire*'. However in December 2016 the school began to use the Understanding Christianity resources alongside the DiscoveryRE which the school started to use in September 2015. The Cornwall Agreed syllabus is used as a resource and the combination of these resources ensures full coverage. The result is the basis of all our work and teaching.

Children reflect on what it means to have a faith and are given opportunities to develop their own spiritual knowledge and understanding. The children's learning is based around 'Learning About and 'Learning From' religion.

Religious education should:

- provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human;
- develop pupils' knowledge and understanding of Christianity and other principal religious and world views.

RE may be taught as a 'discrete' subject, when appropriate. RE will generally be taught in 'blocked' units to ensure continuity and progression.

- There is no specialist teaching in RE. It is taught by class teachers.
- Classroom helpers are used in RE to assist where necessary and extra support is employed on our regular visits to the parish churches/cathedral, etc.
- Children are taught as a whole class or in groups as appropriate to the lesson.
- Excellence in RE is exhibited by work displayed within the school, and through the entering of competitions.
- The celebration of Christian festivals through school performances and assemblies directly involves the children, helping them develop an awareness and understanding of the church's year. The children visit church for major festivals; Harvest, Nine Lessons and Carols etc.
- Children are encouraged to learn by first-hand experience wherever possible, through visits to local churches and by the use of artefacts and symbols, e.g. in our termly school communion service and through regular visits of the clergy and members of other local religious groups, e.g. Diva.

ATTAINMENT IN RELIGIOUS EDUCATION

- By the end of each academic year, the performance of the great majority of the pupils should be within the range of Age related Expectations. The terminology used to assess if a child is: Working below Age Related Expectations; Working at Age related expectations; Working at greater depth is linked to the terminology used in Pupil Asset, our data tracking system: beginning (beginning +), developing (developing +) embedded and mastery.
- Attainment is reported to parents at the end of the academic year once the syllabus has been covered. RE is also reported in the Annual School Report for parents.

ASSESSMENT/RECORD KEEPING

Planning in RE is a process in which all teachers are involved. The foundation for RE planning is the Understanding Christianity document and DiscoveryRE. Teachers plan in pairs, using ICT.

Schemes of work for RE have been developed by the co-ordinator and governor representative for RE (in collaboration with the whole staff). Termly and half-termly plans are drawn up by individual teachers and are monitored by the head teacher/co-ordinator.

The staff frequently discuss and analyse the impact of religious education as part of the development of the subject.

The purpose of assessment is not only to enable pupils to reflect on and acknowledge their achievements and take the next steps in learning, but is also helps the teacher to monitor pupils' progress and the effectiveness of their own work

Reporting to parents is done on a termly basis through interviews and annually through a written report.

Using the Learn Teach Lead RE processes we assess children's learning through the following taxonomy:

1. **Remembering** – pupils can recall and retell main points of learning (KS1)
2. **Understanding** – Pupils can explain, illustrate, interpret, compare, give examples and summarise concept. Assessment will include: can you write in your own words, who do you think..., What was the main idea?, Can you distinguish between...; What are the differences between... etc (Beginning in Y2 – KS2)

3. **Applying** – Applying what they have learnt to a real life situation eg
How would a Christian apply this Biblical teaching to their own lives?
(KS2)
4. **Analysing** – breaking material or concepts into parts and explaining
how they relate. (top of KS2 GDS)
5. **Evaluating** – KS3
6. **Creating** – KS3

Teachers will also use 'I can..' statements to support their judgements.

MONITORING AND EVALUATION

- The co-ordinator has the responsibility to take a lead in developing religious education further across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning, and the use of resources.
- The chair of governors and other governors (including the Parish Priest) monitor and evaluate through their frequent visits and attendance at events, both in school and further afield.
- Whole school training needs are identified as a result of our monitoring and evaluation programme.
- Other training needs are identified through induction programmes and performance management.
- The co-ordinator will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice.
- Where necessary, the co-ordinator leads (or arranges) school-based training.
- Monitoring activities to ensure standards include:
 - the co-ordinator talks to children about their work and the impact on their lives;
 - the SMT undertakes work scrutinies;
 - the co-ordinator monitors on-going displays;
 - the RE governor meets with the head teacher regularly;
 - work in RE is discussed at governors' meetings;
 - the co-ordinator, chair of governors and Parish Priest monitor opportunities provided for spiritual growth.

SUCCESS CRITERIA

Evaluating success is a vital part of the teaching and learning process. RE in our school will be evaluated on the following criteria:

- Pupils are gaining an understanding of, and insight into religious beliefs and practices, especially the Christian faith, which will help them form their own beliefs.

- Full recognition is given to the church's year and to the major festivals of the Christian church within the Anglican tradition.
- Pupils have direct, first-hand experiences of religion.
- RE in school is helping to create the capacity for tolerance and empathy through which people are encouraged to express their own ideas and respond from their own experiences.
- There is adequate provision of resources for implementation of the syllabus in terms of staff, space, time, equipment and materials.
- **Where RE forms part of a topic, the RE element is adequately and clearly understood and is related to the aims and objectives of the syllabus and topic.**
- There is a co-ordinated approach to RE in the school.
- Use is made of resources offered by parish churches and the worshipping community. Pupils are familiar with the local churches and know the parish priests, the Bishop and senior Diocesan staff.
- Pupils are set appropriate tasks according to their age and ability, and their work is assessed regularly through outcome of tasks.

RESOURCES

Resources are available to support the teaching of RE. In accordance with the Development Plan for RE it is intended to supplement these, as means allow.

A general RE allowance is set in the budget but any request will be treated as a high priority and will be met if at all possible.

SCHOOL AND COMMUNITY

Links between the school and community include:

- Visits by the children to parish churches, e.g. Harvest, Christmas, Easter, Leavers' Service.
- Visits from clergy and outside speakers to school (local, national and international). We have had a special link with the Diocese of Umzimvubu.
- Visits from ecumenical lay workers.
- Our termly communion service which is open to the children's families and friends and the local congregations.
- Confirmation classes in school.
- Baptism and confirmation services in school.
- Support of local charities.
- Regular participation in Diocesan events.

EQUAL OPPORTUNITIES

All children have equal access to the RE curriculum. It is through our RE policy that the aims of the school are realised by the value placed on each individual child.

The school co-ordinator is Mrs Green, whose task it is, within the overall management and curriculum policy of the school, to:

- develop the school policy on RE
- devise a scheme of work for RE
- ensure continuity and progress in RE throughout the school
- advise on methods of teaching and learning
- develop and maintain a resource base for RE
- co-ordinate INSET in RE
- monitor and evaluate the effectiveness of RE.
- keep up to date with developments in the teaching of RE.

REVIEW

Policy written by Mrs Thomas (former Headteacher), agreed with staff and adopted by Governors.

Last review June 2017

Next review June 2019.