



## **Pencoys Primary School**

### **POLICY FOR RELIGIOUS EDUCATION IN CONTROLLED AND COMMUNITY PRIMARY SCHOOLS**

**Review: March 2019**

#### **CONTEXT**

Pencoys School is a medium size primary school for Cornwall, serving a settled community in an almost totally and mostly nominal Christian area of the south west of England. However, the pupils are open to developments in and influences from a wider world, through family and personal contacts, the media, and from their education. It is a part of the aims of the school to offer a wide-ranging education, to prepare pupils for life not only in their own community but also in a wider world.

#### **LEGAL REQUIREMENTS**

(For details see Circular 1/94, the 2002 Education Act and the School Standard and Framework Act 1998)

RE is a part of the basic curriculum of the school, as set out in 2002 Education Act and the School Standards and Framework Act 1998, and must be taught to all pupils, unless they have been withdrawn from R.E. by their parents. Should parents exercise their right to withdraw, they should provide R.E. work for their child and be responsible for the monitoring thereof.

- Parents have the right to withdraw their children from RE.
- As Pencoys is a Local Authority controlled primary school, RE must be taught according to the Agreed Syllabus of Cornwall, published in 2011. This states that 5% of the curriculum time is to be afforded for RE, in addition to the act of collective worship daily.
- RE must be non-denominational in Community and Controlled schools.

#### **AIMS FOR RE**

##### **THE AIMS OF RELIGIOUS EDUCATION ARE TO HELP PUPILS TO:**

- Be healthy, stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well being (Children Act 2004)

In this context R.E. will foster

Commitment; Fairness; Respect; Self-understanding; Enquiry & openness for further details regarding such attitudes c.f. page 12 of the A.S.

The Agreed Syllabus will also allow pupils to...

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- gain experience of being members of a community and develop appropriate skills as citizens
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- enhance their spiritual, moral, cultural and social development by:
  1. developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  2. responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  3. reflecting on their own beliefs, values and experiences in the light of their study
  4. reflect upon secular experiences as appropriate.
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions , beliefs andno faith at all.

The school fully accepts these aims as appropriate for RE for the pupils at this school and they have been used to inform the planning, teaching and learning. We want our pupils, whether they have a faith or none, to gain from R.E. a sense of awe and wonder.

## **SPIRITUAL AND MORAL DEVELOPMENT OF PUPILS**

Through the aims above, in light of the common requirements, RE contributes fully and positively to the spiritual, moral, cultural and social development of the pupils. This is promoted throughout the school – its ethos, curriculum and its collective worship.

## **APPROACHES TO RE**

RE will be provided through (one, two or all of these, or in combination):

- a) normally as one lesson a week dedicated to the delivery of RE as set out in each class's timetable;
- b) as part of a wider topic focus involving the delivery of other subjects such as History, Geography, Art, Music or English, and;

- c) occasional connections with the school's programme of assemblies and collective worship (for full details of which, please see separate policy).

## **MANAGEMENT OF RE**

The School subject leader is Mrs Nicole Hammill whose task it is, within the overall management and curriculum policy of the school:

- to develop school policy on RE
- to work with colleagues to develop the scheme of work for RE
- to ensure continuity and progression in RE through the school
- to advise on methods of teaching and learning
- to develop and maintain a resource base for RE
- to co-ordinate in-service training in RE
- to develop and maintain a development plan for RE
- to monitor and evaluate the effectiveness of RE and to inform the school's self-evaluation process so that effective targets can be set to improve the impact of RE on pupil learning

## **METHODS IN RE**

RE will use the full range of teaching and learning methods as appropriate for the age, development and abilities of the pupils, and for the purpose and content of the work, including:

- whole class teaching
- individual research and resource-based learning
- visits to appropriate buildings and places of worship and/or significance outside school
- the use of artefacts
- visits from outside speakers
- use of the basic skills of reading, literacy, numeracy and artwork
- use of audio-visual resources such as radio, TV and DVD
- differentiated work for pupils ensuring progress of one and all
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## **RESOURCES**

At present the resources available to RE are stored centrally. In accordance with the development plan for RE, it is intended to supplement these.

The link Governor is Fr Peter Fellows.

## **ASSESSMENT AND RECORDING**

The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject. This will be done with reference to the Attainment Targets set out in the Agreed Syllabus.

Assessment of RE shall be done in accordance with the levels of attainment in the Agreed Syllabus. Pupils at KS1 and KS2 will be assessed relative to national age related expectations.

Assessment of RE for Reception pupils will be relative to their contribution to the Early Years Foundation Stage.

## **REPORTING RE**

It is a legal requirement that a written report of progress in RE is given for each pupil annually. This will be done along with reports for subjects of the National Curriculum. The report will contain attainment and achievement in RE, as well as a comment on the effort and general progress of the pupils. Reporting will also indicate whether the pupil is working at age related expectations.

Reporting in RE at reception will comment on how work in RE has contributed to a child's attainment and achievement relative to the Early Years Foundation Stage.

## **WITHDRAWAL FROM RE**

Parents have a right to withdraw their child from RE in whole or in part, as indicated in the school's prospectus. If a parent wishes to withdraw their child they must write in the first instance to the Headteacher who will then invite them in to see if it will be possible to keep them in RE and, if failing that, how the withdrawal will be managed. The School Standards and Framework Act sets out the options for parents and the school currently acts on the advice of Cornwall SACRE in this regard.

## **DEVELOPMENT PLAN FOR RE**

There will be a development plan for RE in line with the school's self-evaluation processes.

## **EVALUATION OF POLICY**

This policy will be evaluated bi-annually as part of the School Improvement & Development Plan [SID].

Signed:

Date: 20<sup>th</sup> March 2017

To be reviewed: March 2019