

The Killigrew Partnership

RELIGIOUS EDUCATION POLICY DECEMBER 2016

The Aim of Religious Education

The aim of teaching Religious Education is to support and challenge pupils to reflect upon, develop and affirm their own beliefs, values and attitudes and those of others through an exploration of shared human experiences and to understand the place and significance of religion in the contemporary world. The scheme of work, which is in accordance with the Agreed Syllabus, is relevant, exciting, thought-provoking and accessible to all children.

The Spiritual Moral, Social and Cultural Development of Children

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of children.

What children learn about others and themselves in RE and across the curriculum they can apply in their daily lives.

The Implementation of the Agreed Syllabus of Religious Education

The School's programme of study for RE is in accordance with The Agreed Syllabus for Religious Education in Cornwall 2015.

The Approach to Religious Education

The Killigrew Partnership believes that there should be no presumptions made as to the religious backgrounds and beliefs and values of the children. All staff are expected to work together to achieve our aims, guided by our mission statement. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.

All religions and their communities are treated with respect and sensitivity and we value the links that can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. The syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artifacts, hear religious music or taste food from a religious tradition. Work in Religious Education builds on the pupils' own experiences and uses contemporary issues to stimulate discussion.

The Content of the Religious Education Programme

The content of Religious Education draws on the Agreed Syllabus 2015 and is set out in modules devised by the RE Co-ordinator. The following world religions are studied.

- Christianity
- Judaism
- Hinduism
- Sikhism
- Islam

Time Allocation

Foundation and KS1 children receive 30 hours of religious education per school year and KS2 children receive 39 hours of RE per school year.

The amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. However, over the whole year class teachers ensure that all children have equal access to the required amount of Religious Education curriculum time.

Teaching and Resources

Learning in Religious Education may be by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama; through trips and visitors. A range of reference materials for Religious Education are available comprising, books, videos and CDROMs. There are also posters and artefact boxes. The co-ordinator has made staff aware of useful websites, such as www.request.org.uk

Links with Other Subjects

Religious Education has links with other areas of the curriculum including English, Geography, Music, Dance, History and Art. It is also linked to the way in which the school organises its Collective Worship. For example, during the variety of forms of collective worship there will be time given for the members of the school community to reflect; there will be opportunities for spiritual development, a particular Religious Education theme may be developed; class teachers may use their year-group theme as part of a classroom assembly, or as the focus of a class assembly for everyone; the overall framework for Religious Education may be used in planning collective worship for the whole school; and visitors from one of the religions being studied may take part or be involved in a whole school assembly. Religious Education also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, Personal and Social Education.

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Prospectus. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Head of School or Executive Headteacher.

The Religious Education Subject Leader

The Subject Leader for RE receives any written materials or information which arrives in school and is responsible for the development of Religious Education as a subject throughout the school. They are responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education by spending time in classrooms and looking at children's work, as well as talking to pupils. The Subject Leader is also responsible for the purchase and storage of all RE resources.

Members of staff as well as the Subject Leader attend Diocesan RE Training and other RE conferences and meetings such as LTRE when possible.

Monitoring and Evaluation

The RE curriculum is monitored and evaluated annually, through lesson observations, planning scrutinies, work scrutinies and conversations with children, staff and pupils. This process is led by the Subject Leader but all staff and the RE Governor take part.

The effectiveness of any training for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

Throughout the year, the whole staff are encouraged to feed back information and ideas to the RE Leader and this may include comments as to how a particular curriculum unit is progressing, and the work that the children are undertaking, or comments as to the availability and suitability of resources.

This Religious Education Policy for The Killigrew Partnership was agreed by the Full Governing Board at their meeting on 5th December 2016 and will be reviewed every two years.