



The Federation of Boskenwyn & Germoe Schools



Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Parents only have the right to withdraw a child from an RE lesson if they can provide evidence of the child being religiously educated elsewhere.

Boskenwyn and Germoe Primary schools are Community schools and we deliver RE in line with Cornwall Agreed Syllabus 2014. We believe that we have a responsibility to provide a safe, secure environment where pupils of all beliefs will be free to express their opinions whilst respecting others' different views.

To foster an appreciation that each person is special, we will teach an awareness, respect and understanding of the similarities and differences of individuals and communities alongside celebrating the contribution that each person can make to society.

Religious education provokes 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.

In Religious Education at Boskenwyn and Germoe Primary Schools we aim that pupils might:-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and consider how the world's religions have responded to them.
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

Approaches to the teaching of RE

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, ICT, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Religious Education at Boskenwyn and Germoe Primary schools is delivered in the following way.

We use Cornwall Agreed Syllabus 2014 as a basis for our planning, as a source of ideas and teaching strategies. Cross curricular work is greatly encouraged and cross curricular links are given in the Cornwall Agreed Syllabus 2014.

ICT is used to teach RE in various ways, ICT links are given in the Agreed Syllabus 2014. These include using the internet for research and power point to present data, Iboard to deliver lessons.

In accordance with the Cornwall Agreed Syllabus 2014 we have agreed that:

- During Reception year, which is part of the foundation stage, pupils will begin to explore the world of religion in terms of celebrating festivals such as Harvest, Christmas and Easter and study local saints. They will listen to and talk about stories. They will be introduced to religious words and use their

senses in exploring religions and beliefs, practices and forms of expression. They will reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation and wonder of the world in which they live and the community around them.

- At KS 1 pupils study Christianity and Hinduism, Judaism Islam, Buddhism or Sikhism
- At KS 2 pupils study Christianity, Judaism, Hinduism Islam and Sikhism

Special needs/equal opportunity

All pupils in mainstream schools must be taught religious education unless their parents have requested their withdrawal from RE lessons.

Teachers will be sensitive to, and aware of, the distinctive needs of individual students and may select material from the key stage which is appropriate to their educational needs and capacities. Teachers are free to use material from a lower or higher key stage where this is more appropriate to the developmental needs of individual pupils. Children in foundation KS1 study 36 hours per year and KS2 45 hours per year.

Pupils' activities should be differentiated so that pupils of all abilities are enabled to consolidate their learning. For some pupils this will involve work which is pre-Key Stage 1, where the pupils' understanding will be working at the threshold of religious awareness. In such cases, the emphasis is likely to be on sensory experience, personal response and interaction, and the development of a simple awareness of religion through the senses.

Gifted and talented children can be easily stimulated by RE, through critical analysis, interpreting and evaluation of their work. Higher order thinking skills fit easily alongside the RE curriculum.

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Assessment and monitoring of RE

This is in accordance with the school policy on assessment and in line with the curriculum monitoring cycle. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set and use this to inform future short term planning.

Assessment of progress in RE will be undertaken through questioning and discussion.

On the annual school report to each child's parents there will be a statement to include the knowledge content and the concepts which have been covered in the class. The child's development in social and moral behaviour, her/his developing confidence in discussing areas of personal concern or belief and her/his appreciation and acceptance of other religions and of non-believers will be addressed in a further statement.

The co-ordinator will monitor RE within the school, through analysis of assessment data, work scrutiny, lesson plans, lesson observations and discussions with pupils and will provide an annual report in the summer term for the Head and Governors.

Policy reviewed: October 2022

Policy review date: October 2023

P Blackburn, Executive Headteacher
R Monhemius, Chair of Governors