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. Religious Education in English Schools 2010 document states `*RE is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE*'. 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 2025 -2030. 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. It is our intent to promote respect and open-mindedness towards others with different faiths, cultures and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection, 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 and sensitivity 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.
- Gain an understanding of the value of links that can be made between home, school and a faith community
- Acknowledge that each religion studied can contribute to an education for all.

Approaches to the teaching of RE

Our principle aim is to engage our pupils in an Inquiry approach where they can develop an appreciation of beliefs, cultural practices and of principle religions and worldviews in the local and wider community. We believe that it is vital for all our children to learn from and about religion, so that they can understand the world around them and to begin to understand their place within it.

- In order to make religious education a lively, active subject we employ a variety of teaching methods in cross curricular areas including art, ICT including and iboard using the internet for research, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, hear religious music or taste food from a religious tradition, plus having periods of stillness and reflection. We promote teaching of Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

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. Our scheme of work is in accordance with the Cornwall Agreed Syllabus 2025-2030, which progressively builds the children's understanding of significant theological concepts with their own self-understanding and understanding of the world.

The curricululum aim is to

- **Make sense** of a range of religious and non-religious beliefs
- **Understand the impact** and significance of religious and non-religious beliefs
- **Make connections** between religious and non-religious beliefs.

The RE curriculum will be delivered through a series of key questions, each will open up the content to be studied and will encourage thought and discussion.

In accordance with the Cornwall Agreed Syllabus 2025 - 2030 we have agreed that:

- In EYFS, pupils will begin to explore the world of religion in terms of celebrating festivals such as Harvest, Christmas and Easter and they will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. They will listen to and talk about stories and 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.
- At KS 1 pupils study Christians, Jews and Muslims.
- At KS 2 pupils study Christians, Muslims, Hindus, Jews and non religious views, Humanism
- The Cornish element (CK) is now incorporated into the syllabus and not seen as an appendix.

  Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school content. Our new revised syllabus addresses world views, to incorporate diversity. This reflects the 2021 census – religious backgrounds where humanism is taken into account

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 study 36 hours per year and KS1 and KS2, 45 hours per year.

Pupils' activities should be differentiated so that pupils of all abilities are enabled to consolidate their learning. The new curriculum is progressive and builds upon prior knowledge enabling coherence and progression. 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 observation, discussion, the work set, an Inquiry approach and the emphasis on of Play Projects, this will inform future short term planning. Oracy is a big part of RE, it is through conversation and communication that we address the big questions.

Assessment of progress in RE will be undertaken through looking at work, questioning and discussion. The Learning Outcomes on each key question will help teachers to assess what each pupil know and can do. Using the unit learning outcomes as stepping stones towards the end of phase outcomes allows teachers to track pupil progress.

On the annual school report to each child's parents there will be a statement to include the knowledge and

understanding of the concepts and key questions 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 form of 'a journey into document' in the summer term for the Head and Governors.

Policy reviewed: September 2026
Policy review date: September 2027

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P Blackburn, Executive Headteacher	**L Yeomans, M Bland, Chair of Governors**