



Kernow Learning
Building Excellent Schools Together

Religious Education Policy

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Meeting your communication needs:

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Introduction

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'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

This fits with our school ethos

*This is our school
Peace lives here
The rooms are full of happiness
Love is all around
Love of one another
love of all people
And love of life and learning
We thrive and fly
As many hands build a house
So many hearts make our school*

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.

Our Approach to Religious Education

At Trenance Learning Academy, we believe 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 vision, values and mission. 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 dignity, 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, the answering of 'big questions' 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 artefacts, 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

Trenance Learning Academy is an Academy school. We deliver RE in line with the Locally Agreed Syllabus for Cornwall. We use the Discovery RE programme as our scheme of work.

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

By following Discovery RE at Trenance Learning Academy we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and





how these impact on personal, institutional and social ethics; and to express their responses.

- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Discovery RE is taught weekly. We are required to follow the Curriculum Kernewek set out in the Cornwall agreed syllabus 2020.

Time Allocation

Foundation and KS1 children receive 30 hours of religious education 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.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values





and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

Teaching Sensitive and Controversial issues.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn,





their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship where appropriate
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

