



## RE Policy

<b>Approved by:</b>	Religious Education Governor Sarah Reed	
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<b>Reviewed by::</b>	Abi Martin (RE Lead)	
<b>Next review due:</b>	October 2025	

## **Religious Education Policy 2021**

*In our school, our Christian Vision shapes all that we do.  
Living and learning together*

St Michael's C of E Primary School have decided, following advice from the Diocese, to adopt and adapt the Cornwall Locally Agreed Syllabus 2020-2025. It provides a syllabus for RE for all our schools. This syllabus explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject. It builds on the good practice established in the previous Cornwall syllabus over many years.

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St Michaels Church of England Primary School. The spiritual and moral development of our children underpins all aspects of our school life.

### **Legal Requirements**

St Michaels C of E Primary School is a former Voluntary Controlled Church of England school and is now part of Rainbow Multi Academy Trust. Following the Cornwall Agreed Syllabus (2020-2025) for Religious Education, the majority of work in Religious Education will be based on the Christian faith (using Understanding Christianity) integrated with other major world religions as outlined in the Agreed syllabus: Judaism and Islam, at Key Stage 1 and then the study of Judaism, Islam and Hinduism at Key Stage 2. In Foundation stage, RE should promote the spiritual, moral, social and cultural development of the children.

Teaching at Foundation stage should primarily focus on Christianity. Other religious traditions should be brought in by using these questions: What times/stories are special and why? What places are special and why? Also, where relevant, religious traditions can be taught through topic areas.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is the school should aim to be close to 10% but no less than 5% in key stages 1 and 2 of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance.

<b>Reception - 36 hours of RE</b> (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
<b>5-7s - 36 hours of tuition per year</b> (e.g. an hour a week, or less than an hour a week plus a series of RE days)
<b>7-11s - 45 hours of tuition per year</b> (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

### **Right of withdrawal**

This was first granted when RE was actually religious *instruction* and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality.

### **The aims of religious education**

These purpose statements are taken from *A Curriculum Framework for Religious Education in England* (REC 2013).

The Cornwall Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use. It should be considered as a doorway into the wider purpose articulated above.

### **Principal aim**

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### **Special Educational Needs.**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but with an adaptive approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion, the children's differing needs for learning (including children with special educational needs) will be addressed through adaptive activities. I.E.P's may support children who are identified as having special educational needs. These will specify differentiated learning and assessment. See separate SEN Policy.

### **Implementation, Teaching and Learning**

Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers. Lessons may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually. When possible, visits to local churches such as St Michaels' Parish Church (Helston) and Helston Methodist Church will be organised to support learning about the different local places of worship.

A variety of teaching approaches are encouraged;

- Teacher presentations, role play and storytelling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Photographs, pictures and maps.
- I.C.T, television, video, film, tape, CD, radio and PC's to research and communicate ideas.

Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSHE. Educational resources will be reviewed and updated regularly considering budgetary constraints. Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.

### **Monitoring, Evaluation, Assessment, Recording, Reporting**

- The Governors have responsibility for monitoring how the RE in the school reflects its Christian vision.
- The Head of School has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Head of School by monitoring long term and medium-term plans.
- The RE subject leader monitors RE through work scrutinies and pupil conferencing.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.

- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for religious education. Generally, this will be an annual plan and should be informed by this policy.

**Links to:**

- SEN Policy
- Teaching and Learning Policy