



Kernow Learning
Building Excellent Schools Together

Religious Education Policy

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Statutory or Best Practice policy:	Best Practice
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01726 812831 or email charlestown@kernowlearning.co.uk



Religious Education provides an opportunity to celebrate and foster awareness of the differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Charlestown Primary School consists of staff and pupils who originate from different nationalities, cultures, and faith groups. We celebrate our diversity and aim to offer a welcoming and inclusive environment for all pupils. Charlestown School is committed to inspiring pupil's knowledge and understanding of the world and societies around them. The R.E. curriculum is specifically focused with nurturing the spiritual and moral development of all our pupils.

'Religious Education has an important place in the curriculum of all schools. It provides a safe space for young people to develop their understanding about people, cultures, faiths, and relationships.' - Cornwall Agreed Syllabus 2020 - 2025

Legal Requirements

Every pupil has an entitlement to religious education. RE is part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is compulsory in academies (*Cornwall Agreed Syllabus 2020 – 2025*). It holds a unique place within the curriculum and within Education Law, as set out in 1996 Education Act and the School Standards and Framework Act 1998.

The purpose of Religious Education *Cornwall Agreed Syllabus 2020 - 2025*

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

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 knowledge, understanding and skills needed to handle questions raised by religion and beliefs, reflecting on their own ideas and ways of living.' *Cornwall Agreed Syllabus 2020 - 2025*

We fully accept these aims as appropriate for RE for the pupils at Charlestown school and they are used to inform the planning, teaching, and learning.



Teaching and Learning

Teaching and Learning focuses around a 'BIG QUESTION', divided into smaller, focus questions, allowing children to investigate, learn and link their learning to other faiths they may have learned about previously.

Within each area of the curriculum, pupils...

Make sense of beliefs

- identify and make sense of core religious and non-religious beliefs and concepts,
- understand what these beliefs mean within their traditions,
- recognise how and why sources of authority (such as texts) are used, expressed, and interpreted in different ways,
- develop skills of interpretation.

Make Connections

- evaluate, reflect on, and connect beliefs and practices studied,
- challenge ideas studied,
- have their thinking challenged,
- discern possible connections between beliefs and practices studied and their own lives and ways of understanding the world.

Understand the impact.

- examine how and why people put their beliefs into action in diverse ways,
- within their everyday lives,
- within their communities
- in the wider world.

Religions Taught

Reception – pupils encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 - Christians, Jews and Muslims

Key Stage 2 - Christians, Jews, Hindus and Muslims

The curriculum provides scope for children to learn about a range of religious groups such as Quakers, Jehovah's Witnesses, The Church of Jesus Christ and Latter-day Saints and any other religious and non-religious world views that may be reflected within the school community. Pupils within these faith groups are actively encouraged to share their beliefs and values. We are keen to link with parents to further promote our understanding of the differing range of religious and non-religious world views within our community. If you would like to contribute, please contact the School Office who will put you in touch with the RE Lead (Mrs. N. Williamson).

Assessment Targets for RE

These are set out in the Agreed Syllabus on pages 125-127. The school fully accepts responsibility for developing these in its RE and across the subjects of the curriculum. They are incorporated into the scheme of work (Cornwall Agreed Syllabus, 2020-2025). Children are assessed through written work, class discussions, and Knowledge Assessment Organisers which provide a snapshot of the



children's learning in each lesson. Video and photographic evidence is also used as a learning and assessment tool. Children are assessed using the end of phase outcomes provided within the curriculum.

Spiritual and Moral Development of Pupils

Through these aims, skills, attitudes, concepts, and knowledge, RE contributes fully and positively to the spiritual, moral, cultural and social development of the pupils. This is promoted throughout the school – its ethos, curriculum, and its worship.

Secular World Views

RE is not just for the religious, but for all pupils. Most pupils in schools in Britain today do not identify very closely if at all, with a religious community and so it is appropriate that RE should include consideration of some of the alternatives to religion which exist in our society. It is clear that it is not only religious people who take ethics seriously; there are various philosophies and approaches to life that have nothing to do with any particular religion but call followers to lives of love and unselfishness (*Cornwall Agreed Syllabus 2020 – 2025*).

Charlestown Primary School recognises and acknowledges religions, beliefs and values in their various forms and encourages its pupils to value both their own beliefs and those of pupils with a different world view.

Cornwall Kernewek

R.E. is determined locally not nationally; therefore, the curriculum reflects local current and historical faiths, beliefs, and values. Pupils are taught about a range of beliefs, faiths and values linked to the local community, with a religious and non-religious world view.

Provision of RE

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum of 5% of the curriculum time for RE.

- EYFS / KS1 - 36 hours per year (1 hr per week)
- KS2 45 hours per year (1 hr per week + a series of RE days or weeks amounting to 45+hrs of RE).

There may be occasional connections with the school's programme of assemblies and collective worship (please see separate policy for more information). 'OPEN THE BOOK,' a group from one of the local churches visit the school once a month to provide an assembly linked to Christianity.

RE in Foundation Stage

RE is a compulsory part of the basic curriculum for all Reception-age pupils and should be taught according to the agreed syllabus for RE. It sits firmly within the areas of Personal, Social and Emotional Development and Understanding the World. The framework allows for pupils to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. Pupils learn this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment, which allows them to begin to understand and value the differences of individuals and groups within their own immediate community, developing their emerging moral and cultural awareness (*Cornwall Agreed Syllabus 2020 – 2025*).



Management of RE

The School Lead is **Mrs N. Williamson** whose task it is, within the overall management and curriculum policy of the school: -

- to develop school policy on RE
- to work with colleagues to develop the scheme of work for RE
- to ensure continuity and progression in RE through the school
- to advise on methods of teaching and learning
- to develop and maintain a resource base for RE
- to co-ordinate in-service training in RE
- to develop and maintain a development plan for RE
- to monitor and evaluate the effectiveness of RE through the development of a standards bank.

Methods in RE

RE uses the full range of teaching and learning methods as appropriate for the age, development, and abilities of all pupils, and for the purpose and content of the work, including:

- whole class teaching
- individual research and resource-based learning
- visits to buildings and places outside school.
- the use of artefacts
- visits from outside speakers
- use of the basic skills of reading, literacy, numeracy, and artwork
- use of audio-visual and digital resources.
- differentiated work for pupils of different ability.

Reporting RE

Head teachers have a legal requirement to issue written reports of progress in RE for each pupil annually. This forms part of the reports for subjects in the National Curriculum. The report contains achievement in a combination of the AT'S, as well as a comment on the effort, presentation skills and general progress of pupils. Reporting also indicates the level a pupil is working at in line with age-related expectations.

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 world views. 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 additional cost). *Cornwall Agreed Syllabus 2020 - 2025*

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the child to receive. These arrangements will be made by the parents – the school are not expected to make these arrangements. *Cornwall Agreed Syllabus 2020 - 2025*



- Charlestown Primary School (Academy) has chosen to adopt the Cornwall Agreed Syllabus 2020-2025, which *'asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society'*.
- Charlestown Primary School will ensure that RE is non- denominational.

If you would like to know more about how RE is taught within the school, please make an appointment to meet with the **RE Lead (Mrs N. Williamson)**.

If a parent wishes to withdraw their child, they must write in the first instance to the Head Teacher (Mr. M. Clutsom) and to attend a meeting with the RE Lead (Mrs N. Williamson) who will endeavour to work with parents to enable the pupil to continue to learn RE in school where possible, and failing that, to discuss how withdrawal will be managed. The School Standards and Framework Act sets out the options for parents and the school currently acts on the advice of Cornwall Agreed Syllabus 2020-2025.