



**St Columb Minor  
Academy**



# Religious Education Policy

Version Number	V1
Date Adopted by Governors	July 2023
Scheduled Review Date	March 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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## 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.

## The Implementation of the Agreed Syllabus of Religious Education

The School's programme of study for RE is in accordance with The Agreed Syllabus for Religious Education in Cornwall 2020.

## The Approach to Religious Education

At St Columb Minor Academy we are going to take a scholarly approach to RE and teach our children to be Theologists. The knowledge and learning we provide will support children to discuss religious ideas and make connections in their own lives. Discussions will support children to explore and reflect on their own views and opinions and compare these to the views of others. Children will reflect on local values and how these compare within Cornwall, the UK and across the world.

At St Columb Minor, 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 statement. 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

The content of Religious Education draws on the Cornwall Agreed Syllabus 2020 and is set out in modules devised by the RE lead. The following world religions are studied. • Christianity (taught through Understanding Christianity)

- Judaism
- Hinduism
- Islam

### Time Allocation

All pupils receive 1 hour a week of Religious Education.

Lessons take place weekly however, over the whole year class teachers ensure that all children have equal access to the required amount of Religious Education curriculum time.

### Teaching and Resources

Learning in Religious Education may be by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher prepared materials such as worksheets; through stories, poetry, drama; debate and discussions; outdoor learning; music and art; through trips and visitors. A range of reference materials for Religious Education are available comprising, books, curriculum resources, online materials and website links. There are also posters and artefact boxes.

### Links with Other Subjects

Religious Education has links with other areas of the curriculum including English, Geography, Music, Dance, History and Art. It is also linked to the way in which the school organises its Collective Worship.

For example, during the variety of forms of collective worship there will be time given for the members of the school community to reflect; there will be opportunities for spiritual development, a particular Religious Education theme may be developed; class teachers may use their year-group theme as part of an act of worship in the classroom; the overall framework for Religious Education may be used in planning collective worship for the whole school; and visitors from one of the religions being studied may take part or be involved in a whole school assembly. Religious Education also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, British Values, Personal, Social and Health Education.

### Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. If a parent chooses to withdraw their child from Religious Education, then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Headteacher.

## The Religious Education Subject Leader

The Subject Leader for RE receives any written materials or information which arrives in school and is responsible for the development of Religious Education as a subject throughout the school. They are responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education by spending time in classrooms and looking at children's work, as well as talking to pupils. The Subject Leader is also responsible for the purchase and storage of all RE resources.

Members of staff, as well as the Subject Leader will attend courses, training, Hub meetings and other RE conferences such as LTRE when possible. Feedback to staff new information and updates to support CPD and work closely with the SLT to agree actions.