



**Trevisker**  
Primary School



# Religious Education Policy

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# Religious Education Policy

## Why the school provides Religious Education

The religious education curriculum at Trevisker School is designed to reflect the diversity of the school and of Cornwall. Through learning about major religious and philosophies, children are able to develop a critical and respectful understanding of important religious and moral issues.

Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. We teach a range of religious and non - religious world views encouraging children to see these beliefs as living and diverse faiths. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

## Legal requirements

At Trevisker, we follow the [Cornwall Agreed Syllabus](#) drawn up by the Standing Advisory Council for Religious Education [SACRE]. As an academy, our curriculum aims to reflect 'that of religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practises of the other principal religious traditions present in Great Britain.' [Education Reform Act 1988].

## Intention and Objectives

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## Religious Education Curriculum

### Teaching and Learning

#### We aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place



- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

### **We aim to give all children in Trevisker School the opportunity to:**

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and storytelling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

### **Curriculum balance and time**

RE is delivered as a discrete subject and accounts for 5% of curriculum time. Of this curriculum time, in accordance with the structure of the Cornwall Agreed Syllabus, we have agreed 60% will be focused on Christianity.

### **The Early Years Foundation Stage**

We teach Religious Education from reception class as an integral part of the work covered during the year. We relate RE to the children's learning to objectives set out in the Early Learning Goals. RE is an integral way of Understanding the World and works well with the Early Learning Goals (2020) of developing social and emotional health as well as understanding the world.

## Assessment for learning

We have a number of different strategies to assess the impact of religious education at Trevisker. Children demonstrate their learning in RE in many different ways. Teachers use varied and robust forms of formative assessment to track progress throughout a topic. These low stakes assessment methods allow children the opportunity to reflect on their learning and develop their understanding.

Regular monitoring of books, planning and pupils' voice ensure the standard of religious education teaching remains consistently high. Children are encouraged to make judgements on their development and assess what they have learned. At the end of a unit of work, the teacher makes a judgement about the learning of each pupil to track pupil progress and identify areas for development in pupil's knowledge and understanding.

## Reporting

It is a legal requirement that the Headteacher issues a written report of progress in RE for each pupil annually. This will be done along with reports for other curriculum subjects. The report will contain attainment and achievement in RE, as well as a comment on the effort, presentation skills and general progress of the pupils. Reporting will also indicate the level that a pupil is working at if at the end of a key stage, indicating whether this is in line with that expected of pupils at that age. Where a pupil moves to another school information about attainment, progress and achievement will be passed on to the school they are going to.

Reporting in RE at reception will comment on how work in RE has contributed to a child's attainment and achievement relative to the Early Learning Goals.

## Resources

We keep resources for Religious Education in a central store. These are audited and checked for maintenance requirements by the school RE subject lead at regular intervals.

## Additional opportunities

Link with St Eval Church - We aim to provide opportunities throughout the year for children to engage with the local parish church.

Children at Trevisker are given many enriching opportunities as part of the wider religious education curriculum. Trips to places of worship (outside of COVID restrictions) as well as visits from religious leaders provide the children with a wealth of experience and opportunities, which complement and support the learning which takes place in class.

## Managing the right to withdraw from RE

At Trevisker, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school follows the [guidance](#) offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the RE curriculum with the



Head teacher before making a final decision. Requests for full or partial withdrawal need to be made to the Head teacher in writing.

*Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, we will undertake responsibility for their supervision with regard to health and safety. There will always be opportunity for parents to discuss the contents of the RE curriculum should they have concerns.*

### **Roles and Responsibilities**

The subject is led by the RE subject lead, **Alison Higson**, in close conjunction with the staff as a whole and each year time is set aside to review the standards, and monitor the curriculum provision, action plan and ensure that training and resources are up to date.

