

Crowan Primary School – Policy for Religious Education



Ratified by Governors on:

Signed:

Review date: Autumn 2021

1) Context - Crowan School is a small county primary school, serving a settled community in an almost totally and mostly nominal Christian area of the south west of England. It is a part of the aims of the school to offer a wide-ranging education, to prepare pupils for life not only in their own community but also in the wider world.

2) Legal Requirements - (For details see Circular 1/94, the 2002 Education Act and the School Standard and Framework Act 1998)

Religious Education (RE) is part of the core entitlement of all pupils in a maintained school and must be taught to all pupils, unless they have been withdrawn from it by their parents. The Agreed Syllabus is the statutory mechanism by which RE is delivered. Each Local Authority has to review its Agreed Syllabus every five years and the new 2020 Cornwall Agreed Syllabus reflects the National Curriculum Framework for Religious Education (2013) to ensure the best provision for pupils in Cornwall.

Furthermore, Religious Education can '*..make an enormous contribution to spiritual, moral, social and cultural...*' development (Cornwall Agreed Syllabus for RE 2020:148)

- Parents have the right to withdraw their children from Religious Education.
- Since Crowan Primary is a foundation school and, therefore, maintained by the Local Authority, Religious Education will be taught according to the Cornwall Agreed Syllabus, published in March 2020 by the Local Authority. This states that ideally 5% of the curriculum time should be spent on Religious Education, in addition to the daily act of collective worship: i.e. 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2.
- It is the decision of the governing body that Religious Education at Crowan Primary School be non-denominational.

3) Aims for Religious Education - '*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.*'

(Cornwall Agreed Syllabus 2020:7)

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.

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.*
- In Religious Education 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.*
- Religious Education 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.*

(Taken from the 2020 Cornwall Agreed Syllabus, page 7)

The school fully accepts these aims as appropriate for Religious Education for the pupils at Crowan Primary School and they will be used to inform the planning, teaching and learning.

4) Common Requirements – The Religious Education curriculum drawn up by SACRE '*...shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain (Education Act 1996, Section 375).*

The Cornwall Agreed Syllabus 2020 is a statutory syllabus adopted by the local authority.

The expectation is that there is a minimum allocation of five per cent of curriculum time for Religious Education - 36 hours of tuition per year for 4-7 year olds, 45 hours per year for 7-11 year olds.

The 2020 Agreed Syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, pupils will develop understanding of the principal religions in the UK. RE should also be inclusive of both religious and non-religious world views e.g. humanism.

4-5s Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

5-7s Key Stage 1 Christians, Jews and Muslims.

7-11s Key Stage 2 Christians, Muslims, Hindus and Jews.

5) The RE teaching and learning approach in Cornwall

The Cornwall Agreed Syllabus is designed to support schools in developing and delivering excellence in RE in response to national calls for deepening pupils 'knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time (in systematic units) and then including 'thematic units', which build on learning by comparing the religions, beliefs and practises studied'. (Cornwall Agreed Syllabus for Religious Education 2020:13)

The three main elements to encompass this are making sense of beliefs; making connections and understanding the impact.

6) Spiritual and Moral development of Pupils - Through the aims above, Religious Education 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.

Religious Education can support **spiritual development** by promoting: self-awareness, curiosity, collaboration, reflection, resilience, response, values and appreciation.

Religious Education can support **moral development** through: valuing others, offering activities which encourage team work, trust and empathy; moral character development- where children can learn from their mistakes, appreciate right and wrong and help others and allow the exploration of different moral outlooks (2020:149)

Religious Education can support **social development** by exploring shared values, idealised concepts, moral sources, influences, social insight, role models and experiential learning.

Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background. **Cultural development** may be evident in RE through exploring children's own culture or wider cultures within the world around them.

7) Religious Education and British Values

Religious Education can make a key educational contribution to pupils' explorations of British Values by encouraging mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty (2020:151)

8) Skills and Processes in Religious Education (2020:152) - The following are central to religious education and will be reflected in learning opportunities:

- **Investigation**
- **Interpretation**
- **Reflection**
- **Empathy**
- **Expression**
- **Evaluation**
- **Analysis**
- **Synthesis**
- **Application**
- **Discerning**

7) Attitudes to be fostered in Religious Education -

a) Curiosity and wonder - in Religious Education this includes:

- developing imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their interest in and capacity to respond to questions of meaning and purpose
- exploring the nature of religious practices and teachings
- being willing to look carefully at 'the other' and be open to learning from it
- following mysterious and profound lines of thinking through, to see where they lead.

b) Commitment - in Religious Education this includes:

- understanding the importance of commitment to a set of values by which to live one's life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty and uncertainty.

c) Fairness - in Religious Education this includes:

- listening to the views of others without prejudging one's response
- careful consideration of other views
- willingness to consider evidence, experience and argument
- readiness to look beyond surface impressions
- developing the courage to pursue fairness.

d) Respect - in Religious Education this includes:

- being sensitive to the feelings and ideas of others
- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that religious convictions are often deeply felt.

e) Self-understanding - in Religious Education this includes:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- developing the capacity to discern the personal relevance of religious questions
- deepening awareness of the role of belief and tradition in identity and culture.

f) Open mindedness - in Religious Education this includes:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- developing the confidence in one's own identity to appreciate the identity of others
- willingness to seek new truth through learning • openness to points of view different from one's own.

g) Critical mindedness - in Religious Education this includes:

- a willingness to examine ideas, questions and disputes about religious and spiritual questions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- the development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith
- the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.

h) Enquiry - in Religious Education this includes:

- a desire to seek after the truth
- developing a personal interest in ultimate or metaphysical questions • an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to reconsider existing views critically
- being prepared to acknowledge bias and prejudice in oneself
- willingness to value insight and imagination as ways of perceiving reality.

8) Models of curriculum provision

Teachers at Crowan School will deliver Religious Education either as a block of lessons or throughout one session per week. RE may be planned within whole-school topics or as a stand-alone subject.

Religious Education will be organised into a rolling programme of study units to meet the needs of our mixed aged classes.

There may also be occasional connections with the school's programme of assemblies and collective worship ([see Crowan Primary School 'Policy for Collective Worship'](#))

9) Attainment, Assessment & Reporting in Religious Education

Progression will be achieved through building upon earlier learning in previous classes.

*Assessment and reporting in Religious Education for Reception age children will be in relation to descriptors found within the **Early Learning Goals**.*

In Religious Education, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study. (2020:125)

For children in key stages 1 & 2 it is a legal requirement for the Headteacher to issue an **annual written report** of progress in Religious Education for each pupil. This will be

delivered along with reports for the other subjects of the National Curriculum towards the end of the academic year.

The report will contain comments about the attainment and achievement of each child, and may also refer to the effort, presentation of work and general progress of the pupil in Religious Education.

Reporting will also indicate whether achievement is in line with, above or below that expected of the majority of pupils of the same age.

10) Management of Religious Education - The School Co-ordinator for Religious Education is [Mrs. Claire Atkins](#) whose task it is, within the overall management and curriculum policy of the school:

- to contribute to the development of the school policy on Religious Education
- to work with colleagues to develop the scheme of work for Religious Education
- to ensure continuity and progression in Religious Education throughout the school
- to advise on methods of teaching and learning
- to develop and maintain a resource base for Religious Education
- to co-ordinate in-service training in Religious Education
- to monitor and evaluate the effectiveness of Religious Education and to inform the school's self-evaluation process so that effective targets can be set to improve the impact of Religious Education on pupil learning

11) Methods - Religious Education will use the full range of teaching and learning methods as appropriate for the age, development and abilities of the pupils, and for the purpose and content of the work, including:

- whole class teaching
- individual research and resource-based learning
- visits to building 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 resources such as radio, TV, video, DVD
- differentiated work for pupils of different ability

12) Special Educational Needs - We teach Religious Education to all children whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make progress by setting learning challenges and responding to each child's needs. The Special Educational Needs Code of Practice will be implemented where appropriate - schools may not disapply a pupil at Reception, key stage 1 or key stage 2.

13) Monitoring - The school will clearly identify where these requirements are being met within the curriculum planning. Standards and provision will be monitored by the subject co-ordinator for Religious Education and the governor selected for this role who will discuss outcomes and provision with the staff, make visits to the school to gain a greater insight into standards and report findings to the full governing body at least once a year. The Headteacher will make reference to teaching and learning in Religious Education within the termly Headteacher Reports to the governing body.

14) Resources - The annual budget for Religious Education is decided yearly depending on the need for resources/materials. Staff training needs are supported separately from the Staff Training (Continued Professional Development) budget.

15) Withdrawal from Religious Education - Parents have a right to withdraw their child from Religious Education in whole or in part, as indicated in the school's prospectus.

If a parent wishes to withdraw their child they must write in the first instance to the Headteacher who will then invite them in to see if it will be possible to keep the children in Religious Education and, if failing that, how the 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 SACRE in this regard (see attached document).*

Associated Policies:

[Special Educational Needs & Inclusion Policy](#)

[Collective Worship Policy](#)

[Personal, Social, Health & Economic Education Policy](#)

[Marking & Feedback Policy](#)

[Visitors Policy](#)

[Educational Visits Policy](#)

[Curriculum Policy](#)