

Religious Education Policy



BE THE LIGHT
MATTHEW 5:15

Religious Education Intent

At Grampound with Creed School, we want every child to shine their light as a result of the three fundamental aims of our RE curriculum. These are to ensure that all pupils make sense of a range of religious and non-religious beliefs, understand the impact and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts, practices and ideas studied. The Church of England's Vision for Education leads our whole school RE curriculum intent to ensure that every pupil leaves our school with a strong and meaningful understanding of wisdom, hope, dignity and community. Our curriculum delivery ensures that the spiritual, moral, social and cultural development of all pupils is prioritised to ensure every individual is supported and challenged to reflect upon, develop and affirm their own beliefs, attitudes and values.

Legal Requirements

RE is a core subject, part of the basic curriculum of the school, and must be taught to all pupils, unless they have been withdrawn from it by their parents.

- Parents have the right to withdraw their children from RE, following discussion with the Head of School and a letter to the Governing Body.
- Grampound with Creed School is a Church of England primary school and part of the Rainbow Multi-Academy Trust. The Governors, following recommendation from the Diocesan Board of Education, have made the decision that RE is taught with regard to the Agreed Syllabus of the Cornwall LEA and the Diocesan Board's guidelines. This recommends that up to 10% of curriculum time is spent on RE, in addition to the daily Act of Worship. Time spent on RE is therefore around 1.5 hours per week. This will be covered by weekly lessons, RE focus days and Prayer weeks. Christianity is taught for at least 60% of the time and the study of other World Faiths is taught for at least 40% of the time.

Aims for R.E.

These are set out in the New Cornwall Agreed Syllabus, and are summarised:

- To acquire and develop knowledge and understanding of Christianity and the other principal religions of Great Britain.
- To give some experience of what it is to be a member of a faith community without indoctrination.



- To consider questions of meaning and purpose in life.
- To develop the ability to make informed judgements about religious and moral issues with reference to the principal religions of Great Britain, their belief systems and ethical teaching.
- To explore issues within and between faiths to help the children understand and respect different religions, beliefs, values and traditions, and to understand the influence of these on individuals, societies, communities and cultures.
- To enhance their spiritual, moral, cultural and social awareness by responding to fundamental questions with reference to the teaching and practices of religions.
- To develop a positive attitude to other people, respecting their right to hold different beliefs from their own, and to develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
- The school fully accepts these aims as appropriate for RE for the pupils at Grampound with Creed School and they have been used to inform the planning, teaching and learning.

Skills, Attitudes, Knowledge and Understanding in RE

These again are set out in the New Cornwall Agreed Syllabus 2020-2025. The school fully accepts responsibility for developing these in its RE and across the subjects of 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. This area is fully explored in our SMSC Policy.

Approaches to RE

RE will be provided through:-

- (a) the normal integrated topic work of the school wherever it is possible to do so with integrity to the subject and topic.
- (b) discrete RE topics, RE FOCUS DAYS and PRAYER WEEKS where this is felt to be a more effective method of teaching and learning, and use of the new 'Understanding Christianity' materials used.

Management of RE

The School Co-ordinator, Miss Rebecca Jane with support of the whole school staff will:-

- review and update school policy on RE
- review and update Scheme of Work for RE
- ensure continuity and progression in RE through the school
- advise on methods of teaching and learning
- develop a system for assessing and recording progress in RE
- develop and maintain a resource base for RE
- co-ordinate in-service training in RE



- develop and maintain a development plan for RE
- monitor and evaluate the effectiveness of RE
- prepare for Section 48 Inspection, to liaise with the Inspector and to prepare relevant material for him/her.
- ensure the smooth running of the inspection process.

Methods in RE

At Grampond with Creed, we use the Understanding Christianity and follow the objectives in the Cornwall Agreed Syllabus 2020-2025 to ensure the teaching of World Faiths in addition to the thematic units (including Curriculum Kernewek) are followed. The curriculum has been mapped out progressively RE is taught once weekly across the school and is delivered to ensure pupils understanding of religious education is deepened, building upon learning and enabling pupils to compare the religions, beliefs and practices they have studied. RE is taught discretely weekly and is given priority within the curriculum, ensuring that delivery is at least 5% of the weekly timetable.

The wisdom, knowledge and skills within each unit leads to a clear, concise 'end point'. The learning objective for each lesson leading to this is posed to pupils as a question, which therefore enables them to flourish within each lesson of the unit to successfully answer the final question "Why does Christmas matter to Christians?" and "Why is Diwali special for Hindus?" for example. Each lesson is delivered by staff whose expertise and knowledge of the RE curriculum is continually developing through carefully planned continual professional development opportunities. The impact of this is monitored rigorously by the RE Lead whose ambition and intent for the delivery of RE is deep-rooted within the school's Christian vision; Be the Light Matthew 5-14.

RE 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:

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

Resources

1. Understanding Christianity resources including the Big Frieze
2. Set of Bibles (Rainbow Good News)
3. Good range of books on various faiths and festivals.
4. Boxes of artefacts from World Faiths, including Christianity, Judaism, Hinduism & Islam.
5. RE online – Internet
8. RE Quest



Assessment and Recording

The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject. An Annual RE Work Scrutiny will take place at the end of each Summer term. End of unit assessments take place at the end of each unit and ongoing assessment takes place every lesson to address misconceptions and assess learning.

Reporting RE

It is a legal requirement that the school issues a written report of progress in RE for each pupil annually. This will be done in July along with reports for other subjects of the National Curriculum. The report will contain comment on the effort, general progress of the pupils.

Other reporting takes place on Parents' Evenings, when progress in RE is discussed along with other National Curriculum subjects and parents have an opportunity to look at children's work.

Evaluation of Policy

The original policy was written in **November 2000** and approved by the Governors. It was reviewed by the Headteacher in **December 2022**. The School is aware of and sympathetic to the potential individual needs of all of our stakeholders. These unique needs may be due to a wide range of circumstances of a long or short duration. We will endeavour to accommodate these to ensure an inclusive approach by promoting positive images and experiences of differing race, gender, LGBT and abilities.

