



**Mabe  
Primary  
School**



**Kernow Learning**

Building Excellent Schools Together

# Religious Education Policy

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School or Trust policy:	School

Meeting your communication needs:

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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 Mabe Primary school, 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 Agreed Syllabus 2020 and is set out in modules devised by the RE Co-ordinator. The following world religions are studied.

- Christianity (taught through Understanding Christianity)
- Judaism
- Hinduism
- Sikhism
- Islam

## **Time Allocation**

Foundation and KS1 children receive 30 hours of religious education per school year and KS2 children receive 39 hours of RE per school year.

The amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. 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; through stories, poetry, drama; 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; a particular Religious Education theme may be developed; class teachers may use their year-group theme as part of a collective 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/carers have the right to withdraw their child from Religious Education – in its entirety or in part. If a parent/carer 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.

Members of staff, as well as the Subject Leader, attend RE Training and other RE conferences and meetings such as LTRE when possible.

### **Monitoring and Evaluation**

The RE curriculum is monitored and evaluated annually, through lesson observations, planning scrutinies, work scrutinies and conversations with children, staff and pupils. This process is led by the Subject Leader and where relevant, may be looked at by the curriculum Governor.

The effectiveness of any training for Religious Education provided from within the school, or by an external agency, is evaluated and shared through verbal feedback at staff meetings.

Throughout the year, the whole staff are encouraged to feed back information and ideas to the RE Leader and this may include comments as to how a particular curriculum unit is progressing, and the work that the children are undertaking, or comments as to the availability and suitability of resources.