



King Charles
Cof E Primary School



Religious Education Policy

Version Number	Version 1
Date Adopted by Governors	March 2023
Scheduled Review Date	March 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning



The intent of our curriculum at King Charles Church of England Primary School is to enable everyone to **SHINE**. For us, to **SHINE** is seeing these core drivers in action which have been developed by members of our whole school family:

Spirituality – encouraging our pupils to reflect upon their learning and its impact on themselves and others

Hope – providing aspirational opportunities

Inspiring – providing a curriculum and experiences to engage and inspire learners

Nurture – caring and growing ourselves, others and God’s creation

Environment – developing an awareness of our local, national and international community

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 and complements the school’s SHINE curriculum, is relevant, exciting, thought-provoking and accessible to all children with an emphasis on meaningful reflection, improvement and enabling everyone to flourish and shine.

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 King Charles C of E (VC) School, we believe that here 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
- Islam

Time Allocation

Foundation and KS1 children receive 30 hours of religious education per school year and KS2 children receive 45 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 such as worksheets; through stories, debates, poetry, drama 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 Science, 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/carers have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Prospectus. 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. The Subject Leader is also responsible for the purchase and storage of all RE resources.

Members of staff, as well as the Subject Leader, attend Diocesan RE Training and other RE conferences and meetings such as Learn, Teach and Lead RE (LTLRE) when possible.

Monitoring and Evaluation

The RE curriculum is monitored and evaluated annually, through lesson observations, planning, pupil conferences, book looks and learning walks. This process is led by the Subject Leader but all staff and the SIAMS Governor take part.

The effectiveness of any training for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

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.

Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils
- observations and feedback from staff and governors – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

These perspectives inform our action plans for each aspect of our school provision – with that strong emphasis on meaningful reflection, improvement and enabling everyone to flourish and shine.