

# Wendron

C of E Primary School



# Religious Education Policy

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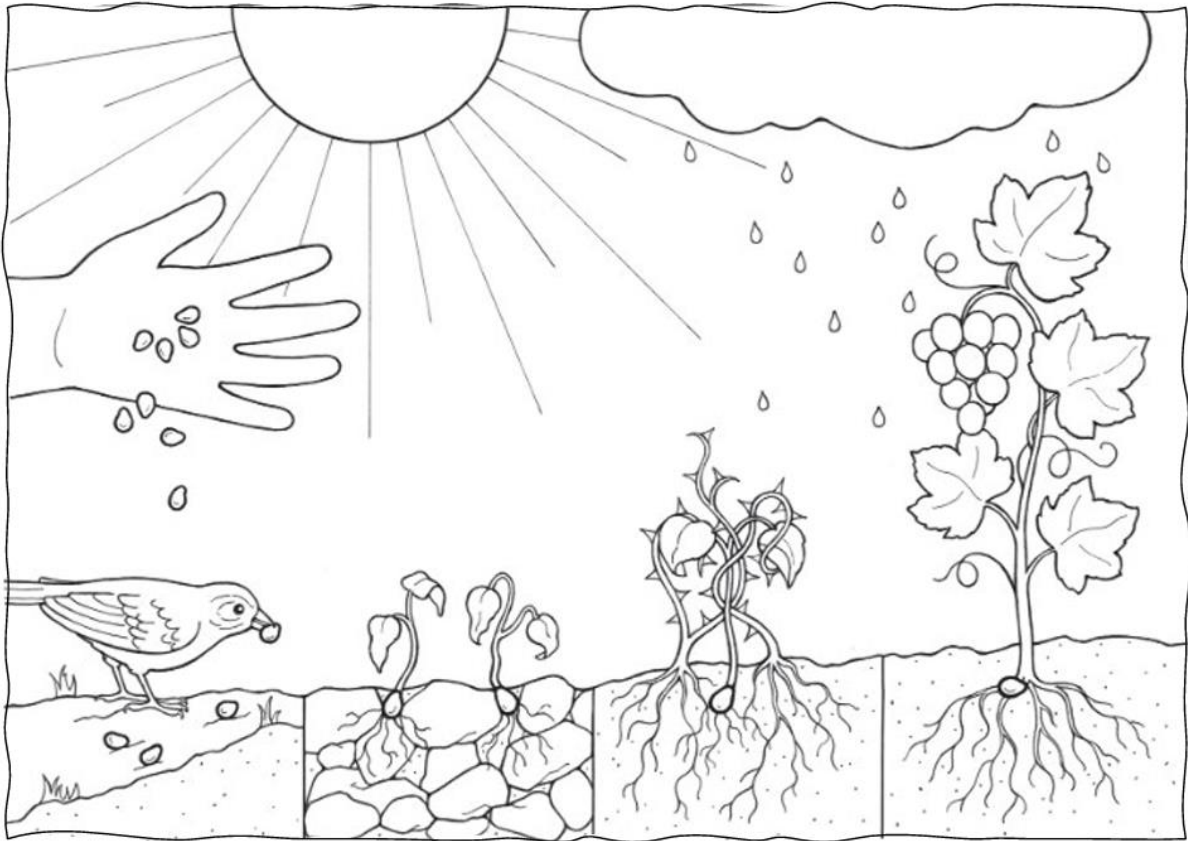
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## Our Vision statement is:

“To live life, life in all its fullness” John 10:10

Our school parable is

## The Parable of the Sower Mark 4:1-20



Again Jesus began to teach by the lake. The crowd that gathered around him was so large that he got into a boat and sat in it out on the lake, while all the people were along the shore at the water's edge. 2 He taught them many things by parables, and in his teaching said: 3 "Listen! A farmer went out to sow his seed. 4 As he was scattering the seed, some fell along the path, and the birds came and ate it up. 5 Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. 6 But when the sun came up, the plants were scorched, and they withered because they had no root. 7 Other seed fell among thorns, which grew up and choked the plants, so that they did not bear grain. 8 Still other seed fell on good soil. It came up, grew and produced a crop, some multiplying thirty, some sixty, some a hundred times." 9 Then Jesus said, "Whoever has ears to hear, let them hear."

10 When he was alone, the Twelve and the others around him asked him about the parables. 11 He told them, "The secret of the kingdom of God has been given to you.

But to those on the outside everything is said in parables 12 so that, “they may be ever seeing but never perceiving, and ever hearing but never understanding; otherwise they might turn and be forgiven!” [a]” 13 Then Jesus said to them, “Don’t you understand this parable? How then will you understand any parable? 14 The farmer sows the word. 15 Some people are like seed along the path, where the word is sown. As soon as they hear it, Satan comes and takes away the word that was sown in them. 16 Others, like seed sown on rocky places, hear the word and at once receive it with joy. 17 But since they have no root, they last only a short time. When trouble or persecution comes because of the word, they quickly fall away. 18 Still others, like seed sown among thorns, hear the word; 19 but the worries of this life, the deceitfulness of wealth and the desires for other things come in and choke the word, making it unfruitful. 20 Others, like seed sown on good soil, hear the word, accept it, and produce a crop—some thirty, some sixty, some a hundred times what was sown.”

## Religious Education

This provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. (Religious Education the non-statutory national framework)

## Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Wendron Church of England Primary School. Our school serves a rural community in an almost totally Christian area of the south-west of England. The ethnic/religious survey shows that most of the pupils and their parents are white and Christian. However it is one of our aims to offer a broad education, to prepare pupils for life not only in their own community but the wider world. Our children come from a range of backgrounds, many displaying a wide range of needs. We work hard to provide support in many ways e.g. counselling.

**The spiritual and moral development of our children underpins all aspects of our school life.**

# Legal Requirements

The current guidance requirements:

**Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.**

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a **minimum allocation of five per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

<b>4–5s</b>	<b>36 hours of RE</b> (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
<b>5–7s</b>	<b>36 hours of tuition per year</b> (e.g. an hour a week, or less than an hour a week plus a series of RE days)
<b>7–11s</b>	<b>45 hours of tuition per year</b> (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
<b>11–14s</b>	<b>45 hours of tuition per year</b> (e.g. an hour a week)
<b>14–16s</b>	<b>5% of curriculum time, or 70 hours of tuition across the key stage</b> (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
<b>16–19s</b>	<b>Allocation of time for RE for all should be clearly identifiable</b>

Wendron C of E Primary School is a Church of England school and therefore the trustees in the MAT are responsible for the subject in the school. This is delegated to the Head teacher and the Religious Education subject leader/coordinator on a daily basis. Following the SACRE Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of Judaism, Islam and Hinduism and Kernewek in R-Y3 and Judaism, Islam, Hinduism, Kernewek Y4-6. Approximately 50% of the units are separate Christianity units, a quarter are separate Multi Faith units (Muslim, Jewish, Hindu) and the other quarter are made up of thematic units (where religions are compared) and Curriculum Kernewek (religion and belief in Cornwall). Religious Education will be allocated in KS1 not less than 1 hr per week not more than 2 hrs per week. In KS2 not less than 1 and a quarter hr per week and not more than 2 and a half hrs per week.

## Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

## Aims

- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.

- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To enable children to become better skilled and more reflective human beings
- To encourage children to challenge their world view and their assumptions to foster growth.

## Principles

We aim through our teaching:

- To provide a course of Religious Education within the framework of the Cornwall Agreed Syllabus appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

## Entitlement

The children's entitlement is based upon the Cornwall Agreed Syllabus which deepens pupils knowledge by studying one religion at a time and then including units which build on learning by comparing the religions, beliefs and practices studied. There are 3 core elements to the teaching and learning approach:

1. Making Sense of beliefs
2. Understanding the impact
3. Making connections

In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in certain areas it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach. The special nature of a church school is also reflected in RE across the whole school curriculum.

Religious Education in school is organized using a whole school overview or plan. This lays out which units, or themes, should be studied by each class. The school scheme of work is based on the Cornwall Agreed Syllabus 2020-2025. This long term plan also includes the curriculum kernewek units.

Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and visitors from various churches support work in Religious Education.

## Implementation

Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.

Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

Visits to local churches such as Wendron Parish Church, The Light and Life church, St Michaels' Parish Church (Helston), Trewennack Methodist Church and Helston Methodist Church, Truro cathedral will support learning about the different local places of worship.

A variety of teaching approaches are encouraged;

- Teacher presentations, role play and story telling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Photographs, pictures and maps
- I.C.T, television, DVD, film, CD, radio, Ipads, laptops and PC's to research and communicate ideas.

Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSCHE.

Religious Education resources will be reviewed and updated regularly considering budgetary constraints.

The school will use the 'Understanding Christianity' resource to teach Christianity. The frieze will be displayed and referred to in all classes and the school hall.

Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.

## Special Educational Needs.

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. Targets may support children who are identified as having special educational needs. These will specify differentiated learning and assessment. See separate SEND school policy

## Equal Opportunities

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

## Resources

Resources are stored in the library in resource boxes containing artefacts and other reference materials. The 2020-2025 Agreed syllabus and Understanding Christianity resources have been downloaded onto the school system for ease of access.

## Planning, Assessment, Reporting and

## Record Keeping

In order to show progress towards the end of Key Stage levels the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.

Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Headteacher.

Records are kept by the class teacher and a copy is given to the RE leader each half term.

The assessment focus is stated on the rolling programme in the form of references to the SACRE document statements for each Key stage to ensure coverage.

Flexible assessment opportunities are given based on end of phase outcomes linked to the teaching and learning approach.

Summative reports to parents will be made at the end of the year.

Long Term Planning is informed by the Cornwall Agreed Syllabus 2020-2025 and supported by the Understanding Christianity resource.

Staff notate and divide the units of work from the medium term planning so that it informs the short term planning.

Pupil conferencing

## Monitoring and Evaluation

The Headteacher has overall responsibility for monitoring and evaluation.

The RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans and teaching.

The RE subject lead will look at work samples throughout the school to ensure continuity and progression/ lesson observations.

The RE subject lead will manage resources.

The RE subject lead will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.

The RE subject lead will be aware of staff development needs and encourage continuing professional development.

The RE subject lead will facilitate the sharing of good practice.

The RE subject lead will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

This policy and its effectiveness will be reviewed by the Headteacher and the Governing Body.

Policy written by: Mrs Catherine Hendy - RE subject lead