

Mawnan CE VA Primary School Religious Education (RE) Policy

RE Statement of Intent

Religious Education (RE) plays an important role in defining Mawnan CE VA Primary School's distinctive Christian character. RE is regarded as a core subject within the school's curriculum. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (June 2016), see link below:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

We believe that our pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. We aim to deliver a balanced RE curriculum where enquires into religions and worldviews through theology, philosophy and the human and the social sciences. Our curriculum is coherent and enables progress through ordered and sequential learning developing both knowledge and skills.

Our core Christian values empower the school community with language, knowledge and understanding of values which underpin pupil's achievement, pupil development, wellbeing and our entire decision making. The Christian faith and life and work of Jesus Christ are integral to all relationships between pupils, parents and colleagues and are woven into all aspects of school life. Taking time to reflect on day to day experiences, to develop individuals spiritual and moral awareness, to create a deeper understanding of Christian faith and its relevance and effect across all curricular teaching and learning is our mission.

The RE curriculum

RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Cornwall Agreed Syllabus. In addition, the school uses the Cornwall Diocesan RE Guidelines, Curriculum Kernewek, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

<https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf>

<http://www.curriculumkernewek.org.uk/>

<http://www.understandingchristianity.org.uk/>

The aims of Religious Education in our school are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Spiritual, moral, social and cultural development (SMSC)

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual - widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral- helping each pupil develop their own informed values

Social- helping pupils understand some major forces shaping the values of our society

Cultural- aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with personal, social, health and citizenship education (PSHCE) and British values. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The Leadership of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects and as a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring assessment strategies are in place in line with the Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meeting with member of the Diocesan RE advisory team when possible

Implementation of RE

At least 5% of curriculum time is dedicated to meeting explicitly RE objectives. RE is normally taught as a discrete subject by class teachers, although where appropriate it may be taught across the curriculum. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

Planning

As we are a small school, planning is for mixed age classes and therefore a two year rolling programme is used which teachers create using the syllabus guidance. Our long term plan is a balance of Understanding Christianity, Curriculum Kernewek as well as providing opportunities for children to learn and then revisit knowledge about other world religions (Judaism, Islam, Sikhism, Hinduism and Buddhism).

Class teachers are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring these complement, reflect and reinforce the Christian values intrinsic within school. Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used. Teachers strive to provide meaningful and creative learning opportunities within R.E and allow children to express their ideas, thoughts and responses in a variety of ways.

Right to Withdrawal - see appendix 1

At Mawnan CE VA Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Guidance for schools and academies on the right to withdrawal from Religious Education March

2017

Religious Education

The government guidance Religious Education in English schools: Non-statutory guidance 2010 states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over).

The religious education provided at Mawnan CE VA Primary School contributes to the Christian character of the school, and this is an aspect of the school's work which is subject to the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)

Any parent considering withdrawal must contact the Headteacher to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

Details of our RE syllabus are displayed through our website.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (Non-statutory Guidance 2010)
- It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests do not hamper their responsibilities to ensure equality for all and the promotion of British Values.