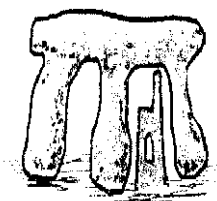


# **St Maddern's C of E School**



Inspire, Believe, Achieve

## **Religious Education policy statement**

<b>Date agreed:</b>	<b>March 2018</b>
<b>Signed: HJ TYreman</b>	<b>Headteacher</b>
<b>Signed: J Davis</b>	<b>Chair of IEB</b>
<b>Date for review:</b>	<b>March 2021</b>

## *Religious Education Policy Statement*

### **1. Rationale**

As a Church of England School, we aim to provide children through our RE curriculum, with a thorough understanding of the life and work of Christ and His place in our daily lives. In addition, through the adoption of the Cornwall Agreed Syllabus 2014, we deliver a broad R.E. curriculum that also develops a knowledge and understanding of four other principal religions in Great Britain to equip our children with a broad Religious Education relevant to 21<sup>st</sup> century Britain.

All children at St. Maddern's have equal access to the R.E. curriculum irrespective of age, gender, race, ability, creed and culture.

At St Maddern's it is our Mission to:

- To educate children for 'life in its fullness' by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically within a school firmly based on Christian principles and on the examples of Jesus in the gospels.

### **2. Aims**

We aim to achieve our mission by:

- **Educating for Wisdom, knowledge and skills** by following a curriculum that is broad, balanced and stimulates a sense of curiosity and excitement about the world and develops the full potential of every child in our care.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where children can take risks, build resilience and flourish.
- **Educating for Community and Living well together** by building positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community.
- **Educating for Dignity and Respect** by promoting the character virtues of Perseverance, Respect and Responsibility so that children leave the school resilient and trustworthy whilst displaying good manners and consideration for others.

### **3. Aims and Purposes of R.E.**

The aim of Religious Education is to help pupils to:

- Engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world.

A pupil at St Maddern's will have the opportunity to:

- Acquire knowledge and understanding of religions in Cornwall in the present day
- Acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- Develop the ability to make reasoned and informed judgements about issues arising from the study of religions
- Reflect on their own beliefs, values and experiences as part of their study

#### **4. Attitudes and Skills in R.E.**

At St. Maddern's, Religious Education makes a major contribution to children's learning through their social, moral, spiritual and cultural development.

Attitudes such as respect, care and concern are promoted through all areas of school life. Other important attitudes that are fostered include commitment, fairness, respect, self-understanding, enquiry and openness.

Important skills we seek to develop in RE include: investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression and collaboration.

Much of R.E. begins with children's own experiences and emphasises how special and unique they are as a starting point. The opportunities that are provided to develop the children's spirituality across the curriculum are highlighted on our whole school spirituality grids.

#### **5. Responsibilities**

6. At present St Maddern's School is being supported by St Mary's School Penzance and this has included support from St Mary's RE Leader who is a Learn Teach Lead RE hub leader for West Cornwall.

Every class teacher plans their own RE lessons according to the scheme of work devised in collaboration with the head teacher and the RE support leader, Nicki Bonell.

The long term plan for RE ensures that the requirements of the Agreed Syllabus are fully met across the school. In the Foundation Stage, the RE that is taught links with the Early Learning Goals. Although RE is not taught in our Pre-school, when appropriate children in the Pre-school will join in to some RE activities with the Reception class.

At present plans for RE are currently being developed and supported by the RE Support Leader. Medium Term RE plans will be handed in half termly to the RE Support Leader who liaises regularly with the Head teacher. RE plans are moderated each term by the RE leader.

#### **7. Procedures and practise**

RE is taught at St. Maddern's for one hour per week across the school.

Opportunities for cross curricular links are often created by linking RE with other subjects such as Literacy and Art.

The use of ICT is encouraged to enrich our RE lessons through using a variety of different software, the internet, DVD's, I-pads and E-mail.

Our termly special assemblies throughout the year and open afternoon, often providing an opportunity for classes to share their RE work and thoughts with parents

#### **8. Planning/Scheme of Work for R.E.**

The Scheme of Work for RE details the units of work to be covered by each class.

Christianity is studied every year by all classes and constitutes the majority of the work that is two thirds of the year.

The school uses the “Understanding Christianity” teaching resource to deliver most of the Christianity part of the RE curriculum. This involves the teaching of key Christian concepts being delivered in a spiral curriculum. Each unit of work has key knowledge building blocks to be taught and clear learning outcomes to ensure continuity and progression in the teaching and learning of Christianity across the school. In almost every year group there is a unit of work based on local Christianity in Penzance or the history of Christianity in Cornwall. This covers the Curriculum Kernewek section of the Agreed Syllabus.

Multi-faiths are studied for a third of the year and the learning is taken from the Cornwall Agreed Syllabus. Clear learning outcomes for each unit of work ensures that the multi-faith is taught at the appropriate level for the children.

In Class One there is a two year rolling programme of RE units covering Christianity and Hinduism.

In Class Two there is a four year rolling programme of RE units covering Christianity and one of Sikhism, Hinduism, Islam and Judaism per year.

## **9. Resources**

All resources are kept in classrooms. These resources include DVDs, teacher resource books, Children’s Bibles and multi-faith resources. The internet is regarded as a useful resource for RE especially interactive tours of places of worship which are too far to visit in person. Artefact boxes are borrowed regularly from Cornwall Library Service.

Visitors are invited into school where appropriate to enhance our teaching of RE. They are always met before hand to discuss the purpose and outcomes of the lesson and there is always a teacher present. Visits to different places of worship are encouraged in the local area including further afield to Truro Cathedral. Links have also recently been made to Dorkemmyrn, Cornwall’s faith forum.

Outdoor learning is also an important way to explore the RE curriculum. Trips outdoors are made to enhance the teaching and learning of RE, places planned to be visited to link with units of work being taught include Penlee remembrance garden, Paul spiritual garden, Gwennap Pit and St Michael’s Way pilgrim route.

## **10. Assessment**

The Scheme of Work with key knowledge building blocks ensures that RE at St Maddern’s is coherent, progressive and identifies what pupils should know and understand by the end of each unit in the form of clear I can statements.

In Reception, pupils’ attainment is assessed in relation to the early learning goals. At Key Stage One and Two, assessment of learning in R.E. is contained in two Attainment Targets. These are closely related and not taught in isolation:

**AT 1**      LEARNING ABOUT RELIGION (Knowledge and Understanding of Religion)

Learning about religion refer to how pupils develop their knowledge, skills and understanding with reference to: beliefs, teachings and sources, practices and ways of life and forms of expression.

#### **AT 2          LEARNING FROM RELIGION (Reflection on Meaning)**

Learning from religion refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about: identity and belonging, meaning, purpose and truth and values and commitments.

These targets are interdependent and their purpose is to aid the process of improving pupils' achievement by enabling class teachers to monitor their progress and attainment. They also enable reports on pupils' progress to be valid and accurate.

Every half term teachers assess each child against their key knowledge building blocks in the form of I can statements. This informs the teacher whether the child is working at the "expected level" for that child.

The pupils receive a report annually, which contains information about progress in R.E. as well as a comment on the effort, presentation skills and general progress.

### **11. Monitoring and evaluation**

#### **Monitoring**

Half termly plans are passed to the headteacher to monitor provision for R.E. across the school.

R.E work is moderated each term by the head teacher as part of regular monitoring and outcomes/action points discussed with individual staff.

Best practise RE work is discussed at staff meetings and a folder of exemplary work kept.

Photographs of displays are taken as a record of work undertaken and children are asked for their opinions on the RE studied in pupil conferencing every year. The RE Support leader regularly attends local and national RE courses and training to keep informed about recent RE initiatives and updates. These are fed back to staff at training days and staff meetings.

### **11. Equal Opportunities**

At St Maddern's the RE taught builds on and is enriched by the different experiences that our pupils bring in to school. It meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, EAL children, pupils from all religious communities and pupils from all ethnic groups and diverse family backgrounds.

Differentiation in RE is vitally important. The class teacher ensures that they have differentiated activities to meet the needs of the less able and the more able children within their class. In line with our SEN and Inclusion policy, appropriate provision is provided in RE for children who need additional support. This could be provided in various forms including extra resources, adult support or the use of ICT.

### **12. Health and Safety**

All religious artefacts are handled respectfully and safely. All relevant risk assessments are carried out in line with school policy when handling artefacts and visiting places of worship. All websites are checked before use with the children to ensure they are appropriate. Any visitors to RE lessons are briefed fully by the class teacher prior to their visit so that the learning objectives are clear and fully understood. This ensures against religious indoctrination.

### **13. Parental involvement**

Parents and carers are informed each term of the RE topic being studied by information placed on the school website and through topic leaflets that are sent home.

Although a Church School, we hope all children will participate in RE. We acknowledge that parents and carers do have the right to withdraw their children from Religious Education and worship. We encourage parents and carers to contact the Head teacher if they have any concerns about the policy, provision and practice of R.E. at our school.

### **14. Governor involvement**

Currently with the Interim Executive Board of Governors a governor is responsible for all SIAMS areas. She visits the school regularly, paying particular attention to assemblies, RE provision, Pupil conferencing and children's behaviour. A cycle of reviewing provision for RE, gathering the views of children and parents/carers has been established to ensure that all opinions are taken into account to help leaders review provision.

The SIAMS governor visits lessons, takes part in work scrutiny and pupil conferencing to inform reports to the IEB about RE.