



Threemilestone School **Policy for Religious Education**

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.

We expect all our team members to share this commitment.

1. Background

Threemilestone School is a large primary school, serving a fairly settled community in an almost totally nominal Christian area of the south west of England. However, our school is fortunate to have a small number of pupils practising religions such as Judaism, Hinduism and Islam.

Pupils are not immune from developments and influences from a wider world, through family and personal contacts, the media and their education. It is part of the aims of the school to offer a wide ranging education, to prepare pupils for life, not only in their own community but also in a wider world.

2. Legal Requirements

RE is part of the basic curriculum of the school and as set out in the 1996 Education Act and the School Standards Framework Act 1998, and must be taught to all pupils, unless they have been withdrawn from it by their parents.

Parents have the right to withdraw their children from RE

As Threemilestone is a community primary school RE must be taught according to the Agreed Syllabus of the Cornwall LEA, published 2011. This recommends approximately 5% of the curriculum time be spent on RE, in addition to the act of collective worship daily.i.e.at KS1 36 hours per year at KS2 45 hours per year.

3. Aims for RE

- i. To acquire and develop a knowledge and understanding of Christianity and the other principal religions of Great Britain
- ii. To gain experience of being members of a community and develop appropriate skills as citizens
- iii. To develop an understanding of the influences and beliefs, values and traditions on individuals, communities, societies and cultures
- iv. To develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teaching of the principal religions represented in Great Britain
- v. To enhance the spiritual, moral, cultural and social development by reflecting on their own beliefs, values and experiences in the light of their study
- vi. To develop a positive attitude to other people, respecting their right to hold other beliefs from their own, and toward living in a society of diverse religions and beliefs and to develop spirituality in humanity
- vii. To encourage a quest for truth and reasoning and to consider ultimate questions about human life

4. Skills, Knowledge and Understanding in RE

These are set out in the Agreed Syllabus on pages 19 - 22 (FS), 23 – 30 (KS1) and pages 31 – 41 (KS2). The school fully accepts responsibility for developing these in its RE and across the subjects of the curriculum.

5. Spiritual and Moral Development of Pupils

Through these aims, skills, attitudes, concepts and knowledge, RE contributes fully and positively to the spiritual, moral, cultural and social development of the pupils. This is promoted throughout the school through its ethos, curriculum and its worship. It will consider;

- i. self-knowledge and an awareness of self in terms of thoughts, feelings, emotions or responsibilities
- ii. Relationships recognising the worth of each individual
- iii. Creativity expressing innermost thoughts and feelings
- iv. Feelings and emotions using feelings as a source of growth

6. Approaches to RE

RE will be provided:

- i. Normally as one lesson a week, dedicated to the delivery of RE as set out in each class's timetable.
- ii. As part of a wider topic involving the delivery of other subjects such as history, geography, art, music and English.
- iii. Through regular connections with the school's programme of assemblies and collective worship.

7. Management of RE

The school co-ordinator is Miss A. McDonald whose task it is, within the overall management and curriculum policy of the school:

- i. To develop school policy in RE
- ii. To work with colleagues to develop medium term planning according to the new Agreed Syllabus
- iii. To ensure continuity and progression in RE throughout the school
- iv. To advise on methods of teaching and learning
- v. To develop and maintain a resource base for RE
- vi. To co-ordinate in-service training
- vii. To develop and maintain a development plan for RE
- viii. To monitor and evaluate the effectiveness of RE through the development of a standards bank

8. Methods of RE

RE will use the full range of teaching and learning methods as appropriate for the age, development and abilities of the pupils, and for the purpose and content of the work, including:

- i. The use of artefacts from artefact box (one box per religion)
- ii. Whole class teaching
- iii. Individual research and resource-based learning
- iv. Visits to buildings and visits from outside speakers
- v. Use of the basic skills of reading, literacy, numeracy and artwork
- vi. Use of audio-visual resources such as TV and DVD
- vii. Differentiated work for pupils of different ability

9. Assessment and Recording

We keep general records on the content of teaching within our termly and weekly records and levels are reported to parents and the coordinator at the end of KS1 (Year 2) and KS2 (Year 6). These levels are recorded and indicate achievements and any areas for focus.

Children with special educational needs are encouraged to take part in all lessons where appropriate. Children's IEPs may need considering in the

planning of RE. Teaching Assistants may work alongside individual children or small groups with guidance from the class teacher. Children can be assessed according to the RE P Scales on page 70 of the syllabus.

Children who are gifted in RE will be identified through a range of strategies which involve the teacher, pupil, parents and the Gifted and Talented co-ordinator. Opportunities for extension and enrichment will be planned by the class teacher.

10. Reporting RE

It is a legal requirement that the school issues a written report of progress in RE for each pupil annually. This is done in July along with reports for subjects in the National Curriculum. At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) attainment must be reported indicating a level according to the descriptors set out in the Agreed Syllabus pages 72 - 77. Levels must also be given to children leaving the school and passed on to the child's forthcoming school.

11. Withdrawal from RE

The school recognises the rights of parents to withdraw their children from RE if they wish. Teachers have their own beliefs and values and it is important that they retain their own integrity in the teaching of RE as in all other subjects.

12. Improvement Plan for RE

- i. To continue to develop a religious tolerance and respectful attitude toward people who hold different religious views to their own- OFSTED May 2014 pg 5, The Behaviour and Safety of Pupils, point 6.
- ii. To continue to monitor the levels of achievement at the end of Key Stage 1 and Key Stage 2.

13. Monitoring and Evaluation

The RE co-ordinator will monitor and evaluate work completed in RE throughout the school by reviewing the planning and skills grid. Work samples may also be used.