

# **Pensans CP School**



## **Religious Education Policy**

Reviewed on: September 2019  
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# **Pensans Community Primary School**

## **Religious Education Policy**

### **Introduction**

The purpose of this document is to provide parents, teachers and governors with a clear summary of the role of RE within the broad education offered at Pensans Primary School.

We believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. Although our pupils live in a community which the main denomination is Christian, the pupils are not immune from developments in and influences from a wider world, through family and personal contacts, the media and from 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 the wider world.

### **Legal Requirements**

RE is a part of the basic curriculum of the school, as set out in 2002 Education Act and the School Standards and Framework Act 1998, and must be taught to all pupils, unless they have been withdrawn from it by their parents.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
- At Pensans Primary School, RE is taught according to the RE Searchers project.
- RE must not be denominational but teaching about denominational differences is permitted. The Educational Reform Act (1988) states that: 'RE must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'. The county agreed syllabus meets the above requirements.

### **Aims for RE**

THE AIMS OF RELIGIOUS EDUCATION ARE TO HELP PUPILS TO:

- Be healthy, stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well being (Children Act 2004)

In this context pupils will:

- help each child develop a sense of his/her own identity and worth and to grow in self knowledge and confidence;
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- gain experience of being members of a community and develop appropriate skills as citizens; develop the capacity to form individual attitudes and beliefs based on considered opinions even though they may differ from the majority;
- 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 religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- enhance their spiritual, moral, cultural and social development by:
  1. developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  2. responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  3. reflecting on their own beliefs, values and experiences in the light of their study which will guide their personal behaviour
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions and beliefs.

### **Implementing RE**

RE will be provided through the Project based learning in the classroom. It will be clearly identified on the project planner.

### **Methods in 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:

- whole class teaching
- individual research and resource-based learning
- visits to building and places outside school
- the use of artefacts
- visits from outside speakers
- use of the basic skills of reading, literacy, numeracy and artwork
- use of audio-visual resources such as radio, TV, video
- differentiated work for pupils of different ability

### **Resources**

All resources are organised by religion in Tangerine room. Any new resources required will be done so through the RE Leader.

### **Assessment and Recording**

The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject. Assessment will be done against the differentiated character descriptions as set out in the RE Searchers.

Assessment of RE for Foundation Stage pupils will be relative to their contribution to the Early Learning Goals

### **Reporting RE**

It is a legal requirement that the teacher issues a written report of progress in RE for each pupil annually. This will be done along with reports for subjects of the National Curriculum. The report will contain achievement against the RE Searchers character descriptions. Reporting will indicate whether the child is working below, at or above age related expectations.

### **Withdrawal from RE**

Parents have a right to withdraw their child from RE in whole or in part, this will be updated in our school's prospectus. If a parent wishes to withdraw their child they must write in the first instance to the Headteacher who will then invite them in to see if it will be possible to keep them in RE and, if failing that, how the withdrawal will be managed. The School Standards and Framework Act sets out the options for parents and the school currently acts on the advice of Cornwall SACRE in this regard (see attached document).

### **Development Plan for RE**

There will be an action plan for RE in line with the school's self evaluation processes (see attached)

### **Management of RE**

The School Co-ordinator's role is, within the overall management and curriculum policy of the school:

- to develop school policy on RE
- to work with colleagues to develop the scheme of work for RE
- to ensure continuity and progression in RE through the school
- to develop and maintain a resource base for RE
- to co-ordinate in-service training in RE
- to develop and maintain a development plan for RE
- to monitor and evaluate the effectiveness of RE and to inform the school's self-evaluation process so that effective targets can be set to improve the impact of RE on pupil learning

