

# Coverack School

## Policy for Religious Education (RE)

<b>Provenance</b>	<b>Date</b>
LGB' Ratification	<b>November 2021</b>
Implementation	<b>November 2021</b>

<b>Review Date</b>
<b>November 2022</b>

## **Policy Statement**

Religious Education (RE) has a very high profile within the Coverack School curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

## **Legal Requirements**

As part of Southerly Point Cooperative Trust at Coverack School we are independent of the local authority and not required to follow the national curriculum or the local RE syllabus. However, our curriculum must reflect 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religious traditions present in Great Britain.' [Education Reform Act 1988]. The school teaches religious education according to the Cornwall agreed syllabus.

## **Intent**

- 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 about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

## **Teaching and Learning**

In line with the Church of England RE Statement of Entitlement [2019] at Coverack School we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

## **Implementation**

### **Key features of RE**

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and story telling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

### **Curriculum balance and time**

RE is delivered as a discrete subject and accounts for 5% of curriculum time. Of this curriculum time, in accordance with the structure of the Cornwall Agreed Syllabus, we have agreed 60% will be focused on Christianity.

### **Resources**

- Understanding Christianity materials
- Cornwall Local Agreed Syllabus

### **Impact**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the Cornwall Local Agreed Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment

- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents

### **Monitoring, Evaluation, Assessment, Recording, Reporting**

- Governors have responsibility for monitoring
- The headteacher has overall responsibility for monitoring and evaluation
- Generally, this will be an annual plan and should be informed by this policy

### **Managing the right to withdraw from RE**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, we will undertake responsibility for their supervision with regard to health and safety. Information on these arrangements are clear on our website. There will always be opportunity for parents to discuss the contents of the RE curriculum should they have concerns.