



POLICY FOR RELIGIOUS EDUCATION IN ST MERRYN SCHOOL

CONTEXT

St Merryn School is a small academy primary school, serving a settled community in a predominantly Christian area of the south west of England. However, 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 a 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.

LEGAL REQUIREMENTS

RE holds a unique place within Education Law, see the Education Act 1996 and the School Standards and Framework Act 1998. Religious Education is a requirement for academies under their funding agreement.

RE is a part of the basic curriculum of the school and must be taught to all pupils, unless they have been withdrawn from it by their parents.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 St Merryn School is an academy primary school, we have adopted the Agreed Syllabus of Cornwall Council, published in 2011. This ensures that we fulfil the requirements of our funding agreement. This states that 5% of the curriculum time is to be spent on RE, in addition to the daily act of collective worship:

i.e. at KS1 36 hours per year

 at KS2 45 hours per year

AIMS FOR RE

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

Within this context pupils will:

- 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

The school fully accepts these aims as appropriate for RE for the pupils at this school and they have been used to inform the planning, teaching and learning.

COMMON REQUIREMENTS

The syllabus sets out seven common requirements (see page 16 of the syllabus) the school will clearly identify where these requirements are being met. They are, in brief, the Cornish element, communication skills, mathematical skills, IT skills, problem solving skills, creative skills personal and social development.

SPIRITUAL AND MORAL DEVELOPMENT OF PUPILS

Through the aims above, in light of the common requirements, RE contributes fully and positively to the spiritual, moral, cultural and social development of the pupils. This is promoted throughout the school – its ethos, curriculum and its worship.

APPROACHES TO RE

RE will be provided through (one, two or all of these, or in combination):

- a) normally as one lesson a week dedicated to the delivery of RE as set out in each class's timetable or as a dedicated block of time over a week during a half term – such as each afternoon;
- b) as part of a wider topic focus involving the delivery of other subjects such as History, Geography, Art, Music or English, and;
- c) occasional connections with the school's programme of assemblies and collective worship (for full details of which, please see separate policy).

The attached scheme of work indicates the approach taken at different times during the year.

MANAGEMENT OF RE

The School Co-ordinator is Becky Robinson whose task it 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 advise on methods of teaching and learning
- 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.

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, the internet
- differentiated work for pupils of different ability

RESOURCES

At present the resources available to RE are contained in a list kept by the coordinator. In accordance with the development plan for RE, it is intended to supplement these, as means allow.

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. This will be done through the use of the two Attainment Targets set out in the Agreed Syllabus.

Assessment of RE shall be done in accordance with the levels of attainment in the Agreed Syllabus (see pp 74 -77). Levelled assessments shall only be carried out at the end of key stages, although the levels will inform planning in each year.

Assessment of RE for Reception pupils will be relative to their contribution to the Early Learning Goals.

REPORTING RE

It is a legal requirement that the Headteacher issues a written report of progress in RE for each pupil annually. This will be done along with reports for other curriculum subjects. The report will contain attainment and achievement in RE, as well as a comment on the effort, presentation skills and general progress of the pupils. Reporting will also indicate the level that a pupil is working at if at the end of a key stage, indicating whether this is in line with that expected of pupils at that age. Where a pupil moves to another school information about attainment, progress and achievement will be passed on to the school they are going to.

Reporting in RE at reception will comment on how work in RE has contributed to a child's attainment and achievement relative to the Early Learning Goals.

WITHDRAWAL FROM RE

Parents have a right to withdraw their child from RE in whole or in part, as indicated in the 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.

DEVELOPMENT PLAN FOR RE

There will be a development plan for RE in line with the school's self evaluation processes.

EVALUATION OF POLICY

This policy will be reviewed every two years.