

Bosvigo Religious Education Policy

Why Religious Education is important

Religious Education raises challenging questions about the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. It provides opportunities for personal and spiritual reflection, and develops children's knowledge and understanding of Christianity, different religious traditions and other world views that offer answers to these questions.

Religious Education encourages children to develop their sense of identity and belonging within the county of Cornwall, in Britain and as citizens of the global community. By learning from different religions, beliefs, values and traditions, children are helped to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

The legal position of Religious Education

RE holds a unique place within the curriculum and within Education Law, (see the Education Act 1996 and the School Standards and Framework Act 1998). Bosvigo School has adopted the Cornwall Agreed Syllabus, 2011 and our curriculum for religious education meets these statutory requirements. This RE syllabus reflects the legal requirement that Christianity must be the focus for at least 60% of RE teaching and learning every year, and 5% of curriculum time.

Religious Education is provided for all children at Bosvigo School, and forms an important part of our children's spiritual, moral, social and cultural learning. The Human Rights Act 1998 and Article 2 of the First Protocol ensure that European citizens have "freedom of thought, conscience and religion". Where parents object in conscience to the religious education provided by the school, children may be withdrawn on giving notice to the teacher or governing body. Teaching staff also have the right to withdraw from teaching the RE curriculum.

Aims for our children

- To develop a passion for RE, showing curiosity about different beliefs and practices, and understanding why RE is important;
- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- To experience a sense of belonging to a community, and an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- To develop investigative and research skills to make reasoned and informed judgements about religious and moral issues;
- To enhance spiritual, moral, social and cultural development by:
 1. developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings relate to them.
 2. responding to such questions with reference to the teachings and practices of religions.
 3. reflecting on their own beliefs, values and experiences.
 4. showing respect for other people's rights to hold different beliefs from their own, and celebrating diversity of religions and beliefs in society.

Roles and Responsibilities of the RE Subject Leader

The Subject Leader is responsible for seeking opportunities for CPD, offering support and advice to staff, ensuring that resources are appropriate, updated and well maintained, monitoring planning and the teaching and learning of RE, collecting evidence in the form of levels and examples of children's learning, reviewing and updating the RE policy, Collective Worship policy and scheme of work, and informing Governors of developments.

Teaching and Learning for Continuity and Progression

The Cornwall Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, and recognises the importance of the other principal religions: Buddhism, Hinduism, Islam and Sikhism. In addition, there is a specific Cornish element – Curriculum Kernewek. In each Programme of Study there are outcomes related to teaching about religion in Cornwall. Children are able to encounter the rich spiritual and religious heritage of Cornwall as well as explore its relevance for many people living in Cornwall and beyond today.

Foundation Stage, Key Stages 1 and 2 all follow the programme of study within the Cornwall Agreed Syllabus, 2011. The Scheme of Work for RE at Key Stages One and Two is delivered through a two-year rolling programme. In Foundation Stage the skills are developed through the study of festivals, and in response to the children's own home experiences and interests.

RE is taught by class teachers who collaborate within Phase Teams to jointly plan and share effective practice. Teams decide whether time for RE is organised on a weekly basis or blocked together each half-term, and whether to teach RE as a discrete subject or to integrate it into other curriculum areas. Skills are checked to provide clear learning targets and accurate levelled assessment for each lesson. Foundation Stage follows guidelines set out in the Foundation Stage Curriculum.

At Bosvigo, we use an enquiry-based approach to promote independent learning and use questioning to focus on specific religious skills, knowledge and understanding. Children are challenged to reflect on, consider, analyse, interpret and evaluate issues of truth, belief and faith, and share their responses.

Cross-Curricular Opportunities

We actively seek to link Religious Education with other subjects, and share this approach with families through the Learning Coverage Grid which is sent home each term. RE has particularly significant links with Literacy, ICT, PSHE/C, History and Geography.

Community Links

RE promotes the study and understanding of our Cornish heritage. In order to enrich the RE curriculum, we invite visitors into school; explore religious buildings and places of interest locally, beyond Cornwall, and globally through the use of ICT. Links with outside agencies provide extensive and varied enrichment activities and visits, enabling children to gain first hand experiences of local religious communities from diverse religious traditions.

Assessment, Record Keeping & Reporting

Assessment is carried out through observation, talking to the children about their learning and assessing children's recorded learning. Children use Assessment for Learning strategies to evaluate their own understanding.

For Key Stages One and Two, the two attainment targets for Religious Education are: AT 1 Learning about Religions (Knowledge and Understanding of Religion) and AT 2 Learning from Religions (Reflection on Meaning). On completion of a unit, teachers award a level for each of these attainments for each child and these are used to set targets, report to parents, and pass information to other teachers and schools. RE is reported annually to parents as grades describing academic attainment and effort, and at Years 2 and 6 levels are collected for national assessment.

Foundation Stage children are taught RE as an integral part of the Early Years Foundation Stage curriculum. Assessment of RE for these children is related to their contribution to the Early Learning Goals.

Inclusion

All children have equal access to the RE curriculum in line with the school's Equal Opportunities policy, Special Needs policy and Racial Equality policy. Teachers provide effective learning opportunities for all pupils by setting suitable learning challenges, responding to pupils' diverse learning, religious and cultural needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the Individual Needs Coordinator advises teachers on activities relevant to pupils with special educational needs, and the Gifted and Talented Coordinator advises teachers on more able provision.

Health and Safety

School visits relating to RE are subject to a risk assessment. General and legal requirements for Health and Safety are covered in the Health and Safety policy.

Resources

There is a range of resources stored by religion in the humanities resource area. The school library contains a comprehensive stock of non-fiction books to support children's research, and every class has access to additional books and artefacts through the Library Service.

Review

The policy will next be reviewed by the subject leader, staff and Governors in 2016.

A Shaw, February 2013