



# Pondhu

## Primary School

### RE Policy

Date of Last Review:	Autumn 2020
Date of Next Review:	Autumn 2024
Subject Leader:	Kirstie Vine

# RE POLICY

## PONDHU PRIMARY SCHOOL

### Context

Pondhu Primary School is a medium sized primary school, part of the Cornwall Education Learning Trust, serving a community in an almost totally and mostly nominal 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 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

(For details see Circular1/94, the 1996 Education Act and the School Standard and Framework Act 1998)

RE is a part of the basic curriculum of the school, as set out in the 1996 Education Act and the School Standards and Framework Act 1998, and must be taught to all pupils, unless they have been withdrawn from it by their parents.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 Pondhu, we follow the Discovery RE scheme whilst also linking to the Cornwall Agreed Syllabus. This recommends approximately 5% of the curriculum time to be spent on RE, in addition to the act of collective worship daily:  
at KS1            36 hours per year  
at KS2            45 hours per year
- RE must be non- denominational in Community and Controlled schools.

### Aims for RE

**The aim of Religious Education is to help pupils to:**

+ explore what people believe and what difference this makes to how they live, so pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### **Early Years Stage**

Children are given learning experiences around special people, the celebrations of Christmas and Easter and how people celebrate. They discuss what can be learned from stories and what makes places special. Learning is practical, children engage in circle time and discussions and learning is recorded via Tapestry (online learning journal). Pictures taken are added to the RE display board for children to discuss with visitors.

### **Key Stage 1**

Year 1 learn about Christianity by talking about creation and what God wanted Christians to look like and about what gifts in their town might have been given to Jesus if he had been born there. They also learn about Judaism including Shabbat, Rosh Hashanah and Yom Kippur.

Year 2 learn about Christianity and if it is possible to be kind all the time. They will also learn about Easter and how Jesus came back to life after his crucifixion. They will be introduced to Islam and will talk about the lives of Muslims

## **Key Stage 2**

Year 3 will look at Hinduism and Diwali and special things for Hindu's. They will also look at Christianity, this will include whether Christmas has lost its meaning, whether miracles performed by Jesus had another explanation and what is 'good' about Good Friday.

Year 4 will look at Buddhism and Buddha's teachings. They will also look at Christianity and at the nativity story, forgiveness and prayer and worship.

Year 5 will look at Sikhism and the beliefs/ morals of Sikhs and whether their stories are still important today. They will also look at Christianity and whether the Christmas story is true and how they show commitment to God.

Year 6 will look at Islam and how Muslims show commitment to God. They will also look at Christianity and if Christmas celebrations help people to understand who Jesus was and how he was born.

## **Skills, Attitudes, Knowledge and Understanding in RE**

The school fully accepts the responsibility for developing these in its RE and across the subjects of the curriculum.

## **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 – its ethos, curriculum and its worship.

## **Approaches to RE**

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

- a) a lesson a week dedicated to the delivery of RE as set out in each class timetable
- b) 'blocked' time to look at an aspect of RE in more depth e.g. RE Days
- c) as part of a wider topic focus involving the delivery of other subjects such as history, geography, art, music or English and;
- d) occasional connections with the school's programme of assemblies and collective worship (for full details of which, please see separate policies).

## **Management of RE**

The school co-ordinator is Mrs Kirstie Vine 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 through the development of a standards bank

## **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 buildings and places outside school
- the use of artefacts – Sikhism, Hinduism, Islam, Christianity and Judaism.
- resource boxes in school plus resource boxes borrowed from the County Library Service
- visits from outside speakers ( Faith members of the community, Youth Parish workers etc.)
- Use of the basic skills of reading, literacy, numeracy and artwork
- Use of audio-visual resources such as on-line curriculum, CD, DVD etc.

### **Resources**

At present, resources are stored in labelled boxes in the old nurture room.

### **Assessment and Recording**

The school believes it is very important to monitor the progress of its pupils in RE as in any other subject. R.E is assessed using the school's end of term analysis sheet. Children are judged to be emerging, met or exceeding for age related expectations in their year group. Assessment of RE for Foundation pupils will be relative to their contribution to the Early Learning Goals.

### **Reporting RE**

It is a legal requirement that the head teacher issues a written report of progress in RE for each pupil annually. This will be done along with reports for all other subjects. The report will contain information with regard to achievement and general progress and will also indicate whether the children are emerging, meeting or exceeding their age related expectations. Reporting in RE at Foundation Stage 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. If a parent wishes to withdraw their child they must write in the first instance to the head teacher 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. In respect to 'Article 3: The best interests of the child must be a top priority in all things that affect children'.

### **Development Plan for RE**

This will be included in the Whole School Development Plan.

### **Evaluation of Policy**

This policy was reviewed and updated in Spring term 2023 and will be reviewed annually.

**Prepared by Mrs Kirstie Vine RE Subject Leader**