

<b>Vision statement</b>
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
<b>Aims</b>
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective School Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting the children's progress, well-being and achievement.

## Religious Education Policy

<b>Purpose</b>
RE is an important part of the broad and balanced curriculum and is therefore taught in a cross curricular approach to ensure it has meaning and purpose. Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

**June 2020**

<b>Policy Version</b>	<b>V1.0</b>	<b>Next Review Date</b>	<b>06/21</b>
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**(This policy only applies to our non-church schools)**

## **Aims and Purposes**

The overall aims are:

- The children have space for individual reflection in order to form their own opinions, identity and worldview.
- Children enjoy learning about religion because it is taught in a creative and stimulating way that creates opportunities for curiosity. Children are encouraged to ask 'big questions' and use higher order thinking skills.
- Children have a sense of awe and wonder about the world around them.
- To help pupils understand the impact of religion throughout the world - both presently and in the past.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own. It promotes understanding, tolerance and friendship.
- To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.

## **Legal Requirements**

Our school RE curriculum is based on the Cornwall (LA) Agreed Syllabus (2020) and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils to a particular religion.

## **Right to Withdraw**

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum although this should only be done once the parents have given written notice to the school governors. The school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements.

## **Teaching and Learning Styles**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own worldviews and values in relation to the themes and topics studied in the RE curriculum.

Through our use of the Cornwall Agreed Syllabus (2020), children carry out research into religious topics. They study "Big Questions" within religious faiths and also compare the religious views of different faith groups. Children have opportunities to discuss religious and moral issues amongst themselves as well as with visitors, use computers (working individually or in groups), explore their ideas and thoughts through discussion, art, drama and music and produce presentations and written pieces of work.

We provide suitable learning opportunities for all children in our care, including those with SEND. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty and thinking skills (we do not expect all children to complete all tasks);

- Teaching the children in mixed ability groups so that they can collaborate, discuss and share ideas with each other;
- Providing resources of different complexity, adapted to the ability of the child.

### **Curriculum Planning in Religious Education**

We plan our religious education curriculum in accordance with the Cornwall SACRE's Agreed Syllabus (2020). We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Lessons are based upon the units set out in the Cornwall Agreed Syllabus (2020). Each unit is built around a question and each lesson has a separate objective from that unit. Most RE lessons are taught separately to other areas of the curriculum however, extra RE topics are studied alongside the class theme for that term if required.

### **Contribution of RE to other subject areas:**

#### **English**

RE contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children use their writing skills in lessons to help record their ideas and show understanding. They are encouraged to use their developing grammar skills when doing this. Vocabulary is taught at the beginning of each unit/lesson and the children actively discuss and seek the meaning of religious words and phrases.

#### **Computing**

We use computing skills where relevant in RE lessons by using iPads/laptops to conduct research, create presentations and animations. Children are also encouraged to take photos of their work to record in their books.

#### **Art, Drama and Music**

RE is taught in a creative way to provide enjoyment and variety therefore; children will often explore religious art and music. Children are given opportunities to explain their ideas and show understanding through the use of artwork, drama and creating music.

#### **Personal, social and health education (PSHE) and Citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as racism, faith, bereavement, bullying and health. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. Children are encouraged to develop their own values and beliefs which they can explain with justified reasoning.

#### **Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives and explore their own beliefs and worldviews.

### **Assessment and Recording**

Each lesson is matched to an outcome from the Cornwall Agreed Syllabus (2020) and the outcomes are monitored to ensure curriculum coverage. We assess attainment in RE using a range of formative assessment strategies which are part of our everyday teaching – e.g. observation, questioning, discussion, written work. At the end of units, children will be assessed as ‘working below the expected standard’, ‘at the expected standard’ or ‘above the expected standard’. This information is then used to inform future planning to ensure all pupils make good levels of progress. The majority of feedback in RE will be verbal and provided ‘in the moment’ to support children in moving towards their next steps in learning.

### **Monitoring and Review**

The RE subject leader is responsible for monitoring the standard of pupils’ work and the quality of the teaching in RE, identifying strengths and areas for development across the school and providing advice and support to colleagues to support improvement.

School RE Leads will review the policy annually alongside the Trust RE Lead.