



## St Uny Church of England Academy Religious Education Teaching & Learning Principles



### **Mission Statement:**

*We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.*

### **Our vision:**

*We aim to be a positive, loving school where children are equipped to live well with Jesus Christ and with others.*

### **Our guiding Bible verse:**

*'Let your light shine before others...' Matthew 5:16*

### **Our Christian values guide our relationships in and out of school.**

#### **Friendship:**

*'Encourage one another and build each other up.'* 1 Thessalonians 5.11

#### **Forgiveness:**

*'Just as the Lord has forgiven you, so you must also forgive others.'* Colossians 3.13

#### **Respect:**

*'Do unto others as you would have them do to you.'* Matthew 7.12

### **Statement of Intent:**

It is our intent that Religious Education inspires, engages and challenges pupils. We aim to equip learners with the knowledge and skills to answer challenging questions and explore different religions, beliefs, traditions and practices. We want Religious Education to enable pupils to combat prejudice, live well with others and develop skills for lifelong learning.

St Uny CE Academy is part of Aspire Academy Trust. There is one Religious Education & Collective Worship leader for the school. The leader works closely with the staff, clergy and visiting professionals to oversee and provide support for the provision of Religious Education & Collective Worship.

This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St Uny CE Academy. We follow the Cornwall Agreed Syllabus and have strong links with the local church and community.

### **The Importance of Religious Education in the Curriculum:**

Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be a human. Religious Education in Cornish schools develops children's knowledge and understanding of Christianity (which is taught through each key stage of learning) and the other principal religions. In Cornwall these are Judaism, Islam, Hinduism, Buddhism and Sikhism. Religious Education offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures. In Cornwall, Religious Education has two central attainment targets.

AT1 – Learning about Religion.

AT2 – Learning from Religion.

In 'Learning about Religion', children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways. In 'Learning from Religion', children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?), questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who do I value?). Christianity predominates each key stage, with no less than 65% of R.E sessions based on Christianity and no more than 35% for the other religions over the whole key stage.

### **Ethos:**

This is a Church of England School in the Diocese of Truro. We recognise its historic foundation and will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

*'The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all of its pupils...'*

An extract taken from 'Christian Values for Church Schools'  
Previous Archbishop of Canterbury  
The Most Reverend and Rt. Hon. Rowan Williams

### **Key Skills in Religious Education:**

Religious Education is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. There are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live, and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### **Key Attitudes in Religious Education:**

As with skills, Religious Education has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, values and feelings of others), open-mindedness (being willing to learn and gain new understanding) and appreciation & wonder (developing children's imagination and curiosity).

### **Aims:**

We believe the aim of Religious Education is to enable pupils to:

- Engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world.
- 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 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.
- Develop their understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers (to learn about religion).
- Explore those aspects of human experience, which give rise to spiritual awareness and fundamental issues about beliefs and values (to learn from religion).

### **Principles of the Teaching & Learning of Religious Education:**

Religious Education is important in the development of skills, attitudes and concepts which enable children to recognise the importance of which a belief has for individuals or groups, and to reflect on its significance or otherwise for their own developing beliefs and values.

Religious Education provides, within the curriculum, a reminder that the education concerns the whole person – body, mind and spirit. It confronts teachers and pupils with the basic questions about God and humanity, good and evil, forgiveness and salvation, life and death and especially about meaning and purpose.

### **Whole School Principles and Strategies for the Teaching of Religious Education:**

Class teachers will teach Religious Education in a variety of ways to a whole class, through group work and through discussion with individuals or groups. Spiritual development also takes place through Collective Worship and other opportunities for worship as a school. Where possible, children will be given the opportunity to learn first-hand.

Religious Education is taught for an average for one hour per week to groups of mixed ability by the class teacher. Religious Education is taught across the school on a Friday morning. The content is broadly Christian, including specific links to Cornish heritage and also includes the study of other nationally significant religions. The school follows the Cornwall Agreed Syllabus for the teaching of Religious Education and follows 'Understanding Christianity' for the teaching of Christianity.

### **Planning:**

At Key Stage 1 pupils study Christianity alongside Buddhism (Year 1) and a comparative study of Judaism and Islam (Year 2).

At Key Stage 2 pupils study Christianity alongside a four-year rolling programme which ensures that there are opportunities for in depth study of Hinduism, Judaism, Sikhism and Islam.

Both key stages focus on the development of skills from AT1 and AT2.

### **Recording, Assessment & Reporting:**

Assessment assists the teacher in planning and the pupil in their learning. It is based on clear learning intentions linked to AT1 and AT2. It involves pupils in reflection, review and target setting. Feedback to pupils about their progress is achieved through marking and verbal feedback (in line with the school's 'Marking & Assessment Policy').

Records identify and describe pupils' progress and achievement as a 'best-fit' level across both AT1 and AT 2 at the end of each year and key stage. Assessments are based on a range of evidence. Children's progress and attainment is reported to parents in the annual end of year report and through two consultation evenings held each year.

Each child will have their own 'R.E. Learning Journey Book' which will stay with them throughout their time at school. This will be where their R.E. work, thoughts and reflections are all kept.

### **Resources:**

A wide range of resources are used to support learning:

- Visitors (including the Christian Ethos Committee).
- Visits.
- Artefacts.
- Books.
- Film clips.
- Music.

### **Evaluation:**

This is an on-going process in the light of new ideas and resources. Teachers will evaluate the effectiveness of their teaching and learning, and these evaluations will form part of the method of review as outlined in the School Development Plan. The Religious Education Leader will also carry out monitoring and evaluation and provide effective feedback designed to develop provision across the school.

### **Equal Opportunities:**

As a school we are committed to ensuring that pupils have equal access and opportunities in Religious Education, regardless of race, gender, sexual orientation or disability (see Equal Opportunities policy).

**Role of Subject Leader:**

- Take lead in policy and schemes of work development to ensure coverage, progression and continuity.
- Support colleagues in the development of work plans and implementation of schemes of work.
- Monitor progress.
- Take responsibility for the upkeep of resources.
- Keep up to date with developments in Religious Education and relate information to colleagues as appropriate.
- Advise staff on training for Religious Education.

The Subject Leader for Religious Education is Mr Hoskins (Head of School).