

# Lerryn C of E Primary School

## RE Policy

Policy owner	CEO
Policy approved by	MAT Board
Policy approved	2 October 2025
Review frequency	2 years
Policy next approved	September 2027

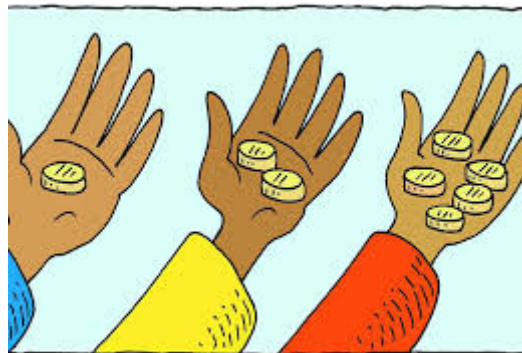
# Our School Vision

'Bring It!'

*Matthew 25:14-30*

# Our School Values

Courage, Creativity and Friendship



A master gives three servants a different amount of talents (coins) and asks them to use them wisely before he goes off travelling. Some use them well and double their original amount. Their master is pleased and he rewards them with more. One buries his only talent, thinking he's keeping it safe and doing the right thing - but the master is angry as he's done nothing with it and passed up the chance of making it grow.

**Whatever you bring, we will nurture it!**

## **Policy for Religious Education (RE)**

### **Lerryn C of E Primary School Church of England School**

Date of update: November 2025

In our school our Christian vision shapes all we do.

Our 'Bring It!' vision invites the children to bring courage, creativity, and friendship to school every day. We want our children to be excited by their learning, utilise their talents and embrace the opportunities that they have been given. Our aim is to inspire a lifetime of adventure. Our Christian ethos enables all children to flourish as global citizens. Flourishing as humans is something we all aim for. It can look different, depending on our beliefs and circumstances. Christians believe that Jesus offers 'life in all its fullness' which isn't a life without trouble, but a life lived with Him. A flourishing life is diverse, connected and outward-looking

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect, encouraging all to live life well together.' RE Statement of Entitlement (Feb 2019)

### **Policy Statement**

Religious Education (RE) has a very high profile within Lerryn School 'Bring It!' curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills through different ways of knowing such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs, questions of meaning and personal worldview.

## **Legal Requirements**

As a Voluntary Aided School, at Lerryn Primary School our governing body determines our RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Truro to follow the Cornwall agreed syllabus.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

## **Purpose of RE**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- Teaching should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their own ideas, values and identities.
- Religious Education contributes dynamically to children and young people by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree/disagree respectfully. To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts and other evidence. They should learn to articulate their own personal worldviews while respecting the right of others to be different.

## **Principal Aim of RE**

The principal aim of RE is to explore what people believe and what difference

this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

## **Teaching and Learning**

Pupils at Lerryn encounter core concepts in religions and beliefs in a coherent way through both systematic and thematic units of work.

Teaching and learning encompasses three elements: Making Sense of Belief, Understanding the Impact and Making Connections. This allows for a range of questions reflecting different approaches e.g. theology, philosophy, sociology.

In line with the Church of England RE Statement of Entitlement [2019] at Lerryn Primary School, we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources.
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.

## **Implementation**

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning. They experience a variety of teaching and learning approaches and will work individually, in pairs and in groups at various times. Pupils will experience the reality of lived religion by going on visits and meeting visitors to connect with diverse religious and non-religious worldviews. There are three different types of knowledge in RE:

1. **Substantive knowledge** refers to the knowledge and understanding of various religious and non-religious traditions,
2. **Disciplinary knowledge** or “ways of knowing” refers to pupils learning how to know about these religious and non-religious traditions. Some of the different “ways of knowing” that the children will use in the Cornwall Agreed Syllabus include:
  - Asking and answering questions
  - Listening to different opinions and constructing arguments
  - Looking at data and creating surveys
  - Examining texts and stories from different faiths, cultures and beliefs
  - Evaluating arguments
  - Exploring case studies
  - Ethical thinking
  - Interpreting art and images
  - Looking at interviews
  - Observation
  - Expressing ideas and personal opinions
  - Reflecting on their own positionality and world view
  - Coming to conclusions
3. **Personal knowledge** is where pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions that they study.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are always treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Reflecting Lerryn Primary School’s trust deed, Christianity is the majority religion studied and forms at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is given to RE. This amounts to at least one hour of RE per week.

## **Resources**

The Understanding Christianity resource is also used to enhance the teaching of Christianity. Curriculum Kernewek planning is used to help to teach the Cornish units from the Cornwall Agreed Syllabus.

Online resources such as RE Quest website/video clips/virtual tours/Census data are also used by teachers when appropriate. There is a resource box for each multi-faith, and these are stored in the resources room. Each class has a Bible.

## **Assessment**

Assessment in Religious Education will:

- Be directly related to the outcomes in the Cornwall Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop through the ways of knowing.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.
- Formally recorded on Bromcom (Trust MIS).

## **Monitoring, Evaluation, Assessment, Recording, Reporting**

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision and for how the school cares for the pupils who are withdrawn from RE lessons
- The Hub Lead/headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Hub Lead/headteacher by monitoring long term and medium-term plans.
- The RE subject leader will assist the Hub Lead/headteacher by

monitoring RE through focused work scrutiny.

- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education.
- Generally, this will be an annual plan and should be informed by this policy.

### **Staff training and development**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan or other support.

### **Managing the right to withdraw from RE**

At Lerryn school, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and it is hoped that all parents understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. We always encourage parents to discuss any concerns they may have about the RE curriculum with the headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.

Date of last review: November 2025