

Religious Education

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“Religious Education has an important place in the curriculum of all schools. It provides a safe space for young people to develop their understanding of people, cultures, faiths and relationships, preparing them for life in twenty-first century Britain.”

Sally Hawken (Portfolio Holder for Children, Wellbeing and Public Health).

Religious Education **Intent, Implementation, Impact**

Intent

In Religious Education, our intent is to provide a holistic and inclusive education that promotes understanding, respect, and tolerance for diverse religious beliefs and practices. The curriculum aims to enable all our pupils to explore and engage with religious and philosophical concepts, fostering their spiritual, moral, social, and cultural development.

Implementation

A multi-sensory and adjusted approach is adopted to cater to the diverse learning needs of our pupils. The curriculum is designed to accommodate individual abilities, incorporating visual aids, tactile resources, sensory experiences, and simplified language to ensure meaningful engagement and comprehension. Pupils are taught at the cognitive step that is appropriate to their development using the RE P-CAS Assessment Framework. The teaching strategies promote active participation, including role-playing, group discussions, and interactive activities, to foster social interaction and enhance learning outcomes. The syllabus has been created in partnership with Cornwall SACRE (Standing Advisory Council for Religious Education).

Impact

The teaching of Religious Education at Pencalenick has a positive impact on the pupils' personal, social, and emotional development as proven by their progress with Personal Learning Goals and within ASDAN at KS4. Through the exploration of diverse religious beliefs and practices, pupils develop empathy, understanding, and respect for different cultures and faiths. They also develop critical thinking skills, enabling them to analyse and evaluate ethical and moral issues. In addition to P-CAS, regular learning walks, EFL (Evidence for Learning) audits and book looks take place to ensure that pupils are well supported and making progress. The advantage of assessments being recorded on EFL is that progress and evidence sit together within the assessment system. This ensures accuracy in reporting and easily accessible quality assurance checks.

P-CAS Religious Education Assessment Overview

Assessment and Evidence for Learning

Evidence for Learning has transformed how we are able to evidence, assess, review and plan for meeting the unique needs of our SEND learners.

It supports an Inquiry based approach to education and provision, which allows ALL stakeholders in a child, young person or adult's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals as well as key skills frameworks. Observations can be annotated and tagged in an instant. What's more, teachers can easily amend and add to these goals over time in order to respond to a learners' ongoing needs and development.

Assessment

Assessment is individualised and tailored to the unique needs of every child within the school. To ensure progress is accurately monitored, EfL (Evidence for Learning) allows for the mark books to sit alongside the recorded evidence. Within PLGs (Personal Learning Goals), this allows progress to be monitored and quality assured on a wide-ranging set of targets with the same measure. We use a four-point measure of progress indicator across the school. These are: Emerging, Developing, Established, and Generalised. The school has high expectations of progress backed by clear evidence that demonstrates that targets are both appropriately set and focussed upon.

With Religious Education, along with all other subjects, the progress is measured against a seven-step scale which we call P-CAS (Pencalenick Cognitive Assessment Steps). These seven steps are linked with Blooms Taxonomy, a hierarchical model used for classification of educational learning objectives into levels of complexity and specificity. Again, pupils are measured against these steps using the four main progress indicators. These Steps have been written in partnership with Cornwall SACRE. Below is an overview of what would be expected of pupils operating at each step within Religious Education:

Religious Education P-CAS Assessment

Step 1 Observe

Watch simple celebrations. Show interest.

Step 2 Interact

Join in simple celebrations. Handle and explore religious artefacts.

Step 3 Remember

- Making Sense of Beliefs

Recall, name and talk about simple beliefs, stories and festivals.

- Understanding the Impact

Observe, notice and recognise simple aspects of religion in their own communities.

- Making Connections

Begin to find out about religions and beliefs.

Step 4 Understand

- Making Sense of Beliefs

Identify beliefs, describe them simply, give examples and suggest meanings.

- Understanding the Impact

Give examples of what difference it makes to believe in a religion.

- Making Connections

Think, talk and ask questions about religion and belief for themselves.

Step 5 Apply

- Making Sense of Beliefs

Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings.

- Understanding the Impact

Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.

- Making Connections

Suggest answers to questions, including their own ideas, about the differences religion makes to life.

Step 6 Analyse

- Making Sense of Beliefs

Explain and give meanings for core texts and beliefs, comparing different ideas.

- Understanding the Impact

Use evidence and examples to show why beliefs make a difference to life.

- Making Connections

Connect their own reflections and views to the religions and beliefs they study, developing insights.

Step 7+ Evaluate

- Making Sense of Beliefs

Explain important beliefs reasonably, describing different interpretations.

- Understanding the Impact

Use reasons and examples to show how and why beliefs and moral values are put into action today.

- Making Connections

Respond reasonably to the challenges raised by religions and beliefs with coherent views of their own.

Religious Education Pathways and Qualifications

Upon entering Key Stage 4, all pupils are assigned to one of two pathways for Religious Education. These pathways have been carefully designed to ensure that all pupils receive appropriate and tailored learning opportunities that align with their individual needs. The pathways are as follows:

1. ASDAN Entry

The majority of our pupils will gain recognition in Religious Education learning as part of their ASDAN award. ASDAN stands for Award Scheme Development and Accreditation Network. It is a British education charity and awarding organisation that provides curriculum programs and qualifications to help young people develop knowledge and skills for learning, work, and life. ASDAN's mission is to engage young people aged 11 to 25 years

in greatest need to achieve meaningful learning outcomes, which elevate them to go on to further education, training or work, and empower them to take control of their lives.

More information about ASDAN can be found at: www.asdan.org.uk/about_us/

2. iGCSE Religious Studies Entry

Pupils will be expected to communicate formally and informally in a range of contexts and to understand a wider range of texts and styles than they can produce themselves. The aim of the Pearson Edexcel International GCSE in Religious Studies is to test knowledge and understanding through realistic and contextualised tasks.

The aims and objectives of this qualification are to:

- develop students' knowledge and understanding of religious beliefs, values and traditions, through the study of one or more of six major world religions
- develop students' knowledge and understanding of teachings, sources of wisdom and authority, through key religious texts, other texts, and scriptures of the religions they are studying
- develop students' ability to construct well argued, well informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learned and contribute to their preparation for adult life in a pluralistic society and global community
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values.

More information about iGCSE Religious Studies can be found at:

https://qualifications.pearson.com/en/qualifications/edexcel_international_gcse/international_gcse_religious_studies_2017.html

How is Religious Education Taught at Pencalenick School?

The 2020 Cornwall Agreed Syllabus has been created for Cornwall SACRE and approved by Cornwall Council.

Since 1944, all schools have been required to teach RE to all pupils on roll (except those withdrawn by their parents). RE remains part of the basic curriculum for all pupils.

Teachers are free to teach Religious Education flexibly, through weekly timetabled lessons, RE days or RE weeks, for example, or a combination of different models. Our ASDAN life-skills course support this.

RE and personal development: The syllabus retains its emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as important opportunities for exploring British values.

Open, enquiring Religious Education: The syllabus continues to offer open, enquiring, exploratory RE, suitable for pupils who have religious faith of their own as well as for those who have no religious faith - the latter form a substantial proportion of pupils in many of our classrooms.

Curriculum Kernewek – As part of our Religious Education syllabus, we study and celebrate Cornish faith and traditions, including a parade on Saint Piran's Day



Community Partners

Local community partners are invaluable when it comes to teaching Religious Education at Pencalenick, across all our sites, as they bring real-world relevance and authentic language experiences to the classroom. These partners, which include local cultural organisations, community leaders, and volunteers, offer a wealth of knowledge, expertise, and resources that enrich the learning process for pupils.

Additionally, community partners contribute to creating a more inclusive and diverse learning environment. They can share different perspectives, traditions, and cultural practices, fostering a sense of acceptance, empathy, and respect among pupils. This exposure to diverse cultures and languages not only enhances pupils' understanding of the world but also promotes multiculturalism and global citizenship.

Examples of community partners who have recently collaborated with us for Religious Education include:

The Reverend Di Willoughby www.achurchnearyou.com/church/2432/

St Clement Church www.stclementchurch.org.uk/

Dor Kemmyn www.dorkemmyn.org.uk

The Cornwall Faith Forum

Extracurricular: Christmas at St Clement

We are very lucky to have enjoyed a longstanding association with St Clement Church which dates back to the founding of Pencalenick School. It is important for our pupils to visit our local church at Christmas for several reasons.

It provides pupils with an engaging sensory experience. St Clement Church has beautiful decorations, music, and lighting during the Christmas season, creating a visually and audibly stimulating environment. This can be particularly beneficial for pupils with sensory processing difficulties, as it allows them to explore and engage with their surroundings. Every year Pencalenick School creates a decorated tree for the church.

Visiting our local church at Christmas offers a unique opportunity for pupils to develop their social skills. They can interact with members of the church community, practice greetings, engage in conversations, and learn appropriate social behaviours in a different setting.

The visit is an inclusive experience that promotes understanding and acceptance. It allows pupils to learn about different religious practices and traditions, fostering a sense of tolerance and respect for diversity.

The visit encourages pupils to have a sense of belonging and connection to their community. By engaging with our local church, they can develop a stronger sense of identity and affiliation with their surroundings.

