



School Development Plan Priority and Focus of Visit

- 1.1 - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- 1.15- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Focus on meet with RE coordinator to discuss RE plan and attend an 'open the book' assembly. Focus on different faiths, Cornish Culture, different socioeconomic backgrounds

Visit time, date and Governor name:

9.00 am 13/5/16 Helen Marks

Staff name:

Jo Denroby

Planned questions to raise/ areas to focus on:

The RE curriculum is planned using the Cornwall Agreed Syllabus, as we are a Community Primary School, with no denominational focus. Each class spends 40% of curriculum time on other world faiths, 60% on Christianity, as stipulated within this.

How do you know that we cover all of the required areas? Teachers refer to the key stage objectives in the syllabus when planning and highlight these in their planning documents or on the relevant pages of the syllabus – evidence shown from teacher's plan for Spring 2016 (Argyll).

How do we cover different faiths? In line with the CAG, 40% of the year will be spent learning about other world religions. This is done through research, visiting speakers, roleplay and practical activities. We are also planning a key stage 2 visit to different places of worship. Eg., children in Argyll researched the Sikh gurus and taught each other.

How do we cover the Cornish Culture? This is covered explicitly in Key stage 2 – evidence shown from teacher's plan for Autumn 2015 (Lynher) as well as through involvement in local celebrations, eg St Piran's Day. (celebrated with Cornish men)

How do we cover different socioeconomic backgrounds?

How do we know that our children are developing tolerance and respect? Through daily use of school values (evidence in behaviour book, Celebration Assembly) and explicitly in self- assessments (evidence shown from upper key stage 2 book).

What is an 'open the book' assembly? As discussed.

What impact does this assembly have on the children? Values used are shared. Children relate their school values to other people's actions. Local church community involvement.

Previous visit: Progress on agreed actions and Impact

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Observations and Discussions – including any evidence of British Values

Honesty, tolerance, respect for diversity. The value that pupils use is documented in their work books under their piece of work.

Summary to be entered on Governor Monitoring Plan:

P.T.O.



Further Action Required:

Visit to Open the Book Assembly (planned for October 2016)

Impact of Governance:

Focussed links between RE teaching and SMSC/British Values.

Date and time of next visit:

10.00 am Tues 4th Oct to attend open book assembly

Governor signature:

Date:

Heley J. J. 15/5/16.

Staff signature:

J. J. J.

So - Thank you very much for your time, a very informative and interesting visit.

Additional Notes

- Interesting to hear about the year 5/6 debate around how the world began. A debate covering evolution and the beliefs about God. It sounds like an exercise was very inclusive especially for those ^{with} J.W faith at the school (which is currently 11 out of 106 pupils). It is estimated by (J.D) that approx 1/3 of the pupils have a faith (Christianity, Buddhism, J.D etc) and 2/3 currently don't, based on pupil records.
- I was interested to hear how teaching accepts diversity and teaches to be tolerant due to the world we live in (which picks up on Antislavery values). I feel the following quote from a pupils written work is of value to mention
" I have been respectful to everyone by not offending anyone's belief. I was honest by putting

down exactly what I think and not saying something just because I want to join my friends "

- I also read some transition post cards - it was interesting to read the following comment from a pupil who does not have a strong faith " my favourite subject is R.E and maths? "

- I feel it is worth noting how the J.W pupils needs are met, here are a few examples:

- Easter egg hunt on the field - will involve chocolate bars instead of 'Easter eggs'
- christmas presents - will not be 'christmas' presents but gifts wrapped in plain paper
- Saints day celebrations; where pupils dress up in certain colours (eg green St Patrick etc)
- J.W children attend school in mufti with no colour theme.

This ensures their beliefs are not compromised.

- open book assembly - the whole school attend apart from yr 6 (who have a separate assembly) and J.W pupils focusing on special characteristics eg self esteem. This happens every Tuesday with guests involved e.g minister from local church. - bible stories are read and discussed along with which school value it relates to.

e.g WLC 7/12/15 - Read shepherd's story, value used was 'confidence' / overcoming their fears

This is all about inclusion - tolerance and understanding.

- P4/5 Class worked on different communities they belong to