



Learning Together, Aiming High, Proud to be Ourselves

POLICY NAME: Religious Education Policy

DATE ADOPTED: 9th February 2021

DATE GOVERNORS AGREED POLICY: 9th February 2021

REVIEW PERIOD: 3 years

REVIEW RECORD: January 2024

INTRODUCTION

At John Ray Infant School learning takes place within a caring, respectful community which embraces the diversity of our cultures.

At John Ray Infant School, we believe that every child has the right to be included in a broad, balanced and relevant curriculum, and that each child is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can each fulfill their individual potential.

We are committed to ensuring equality of opportunity for all pupils, staff and all those receiving services from the school, irrespective of gender, age, ethnicity, disability, attainment, social or cultural background.

The Legal Requirement

Our R.E. curriculum meets the requirements of the Education Act 1996 which states that Religious Education is compulsory for all children. Parents are allowed to withdraw their child from R.E., although this should only be done once the parents have given written notice. Religious Education in our school has the same status and importance as any other subject.

RE provides opportunities to promote fundamental British values, defined as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different beliefs.

Agreed Syllabus

We follow the Essex Agreed Syllabus – ‘exploRE’, which reflects the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions represented in Great Britain: Islam, Hinduism, Judaism, Buddhism, Sikhism.

Attainment Targets

A child working at expected standards at the end of Key Stage 1 is able to demonstrate sufficient evidence of being able to:

- Recognise and name features of religion e.g. festivals, artefacts, buildings, stories etc
- Identify similarities in religions
- Identify the importance of religion for some people
- Demonstrate their understanding of religion through, for example, the use of art and design, music, dance and drama
- Identify different forms of expression that religions use e.g. clothes, texts, rituals, artefacts etc
- Recognise that some questions cause people to wonder and are difficult to answer

Key Stage 1

There are six units to be explored each year:

- Special people
- Special places
- Special words and stories
- Special things in nature
- Special symbols and objects
- Special ways of living

In Year 1, each of these will be explored in relation to The Home.

In Year 2, they will each be revisited in relation to the local community.

Foundation Stage

Religious Education has a particularly important contribution to the Early Learning Goals of the Early Years Foundation Stage Curriculum. In the Essex Agreed Syllabus these are referred to as RE-related Early Learning Goals.

OUR AIMS FOR THE TEACHING OF RELIGIOUS EDUCATION

Our aims for the teaching of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop knowledge and understanding of Christianity and other world religions and value systems found in Britain.
- To have respect for other people's views and to celebrate the diversity of society.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.

R.E. at John Ray Infant School makes a significant contribution to a number of other areas of school life including:

- The spiritual, moral, social and cultural development.
- PSHE e.g. Harvest for the Hungry and the local foodbank appeals
- School ethos e.g. Code of Conduct and Core Values

Attitudes and Skills to be developed by Learning about Different Faiths

- **Reflection** – To develop an open and reflective stance towards the practices and beliefs of others.
- **Enquiry** – The ability to question and thus achieve a better understanding of why people believe what they do.
- **Empathy** – To show respect for those things which others value.
- **Appreciation** – Develop an awareness of the importance of religious practice in different societies.
- **Investigation** – Gather information from different sources to achieve understanding of people's beliefs.

STRATEGIES FOR THE TEACHING OF R.E.

Teaching strategies include an emphasis on active learning, enquiry and discussion. Children have opportunities to work co-operatively in pairs, groups or as a whole class, making decisions, taking responsibility and reflecting on their own experiences. We base our teaching strategies on the principle that good teaching in R.E. allows children to both learn about religious traditions and reflect on what the religious ideas mean to them. Children extend their own sense of values and this promotes their spiritual growth and development.

CROSS CURRICULAR LINKS

Opportunities for teaching R.E. arise in many other curriculum areas. These links are identified here

- **English:** skills in enquiry and communication; stories that illustrate traditions.
- **ICT:** finding information on the internet.
- **Personal, social and emotional development:** Through R.E lessons we teach children about the values and moral beliefs that underpin individual choices of behaviour. We promote values and attitudes which enable children to develop respect and understanding of others, in order to prepare them for becoming positive members of our society.
- **Spiritual, moral social and cultural development:** Through teaching R.E in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. Stories from religions help children to recognise difference between right and wrong. Children explore issues of religious faith and values and, in doing so, they begin to develop their knowledge and understanding of the cultural context of their own lives.

PROGRESSION AND CONTINUITY

The R.E. Overview maps out the year themes and the topics studied. Each term, all year groups study aspects of Christianity. Our medium term plan gives details of each unit of work.

PARENTAL AND COMMUNITY INVOLVEMENT

We believe it is important for children to identify with a range of visitors and visits which can be incorporated into aspects of the R.E. curriculum e.g. visits to the local church, visits from CYO and members of other faiths. We encourage parents from different religious backgrounds to visit and share their beliefs.

ASSESSMENT, RECORDING AND REPORTING

Children's learning in R.E. is assessed by making informal judgements as they are observed during lessons. Performance descriptors are referred to when tracking progress. The Annual Learning Review to parents includes statements about individuals' attitudes and responses.

EQUAL OPPORTUNITIES AND INCLUSION:

In R.E we ensure that each child is given a voice. All children are encouraged and supported to participate and all views are valued.

RESOURCES

We keep resources for R.E. in a central area. There are books about religious stories and events and also a box of artefacts for each of the six major World Religions.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

R.E. is monitored in the following ways:

- Writing and updating the Policy.
- Evaluate the effectiveness of the policy through access to teachers' planning.
- Work alongside colleagues to monitor the effectiveness of the policy in the classroom.
- Monitor samples of children's work regularly.
- Lesson observations.

THE SUBJECT TEAM LEADER

Where subject leaders are most effective they:

- Are knowledgeable and know where to find information.
- Build effective teams.
- Encourage other staff to reflect on and analyse their own teaching.
- Lead in service training and give advice.
- Use demonstration lessons for discussion and development.
- Analyse data well and use the outcomes to track pupils progress
- Interpret data and are aware of the implications for teaching and for their area.
- Have good knowledge of planning.
- Have been involved in monitoring the quality of the teaching and learning.
- Have carried out questionnaires for pupils and analysed and acted upon data.
- Lead initiatives to make an impact on raising standards of teaching and learning.

Ratified by Governors: **Signed**.....