



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Religious Education Policy 2022

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

Intent

Religious Education at our school provides the opportunity for children and adults to reflect on the ways in which beliefs influence how people live their lives. These beliefs and life experiences affect the way people behave and this behaviour has an impact on others and the world we live in. The Religious Education curriculum has a key role to play in helping children to develop their spirituality and begin to understand that they have a part to play in creating the world they live in.

Our Religious Education curriculum aims to inspire the children to be able to take the risks and become more confident in holding balanced and informed discussions relating to 'Big Questions', 'Big Ideas' and religious beliefs at an age appropriate level. We want children to understand that people have different beliefs and that it is important to mindfully listen to these people and show respect for these beliefs. In so doing they will have the essential foundations needed to become good citizens of the planet, being responsible members of the society and showing that they know the importance of treating everyone with dignity.

We aim:

- To enable pupils to encounter Christianity as the religion that shaped the British culture and heritage.
- To enable pupils to learn about other major religions, specifically Judaism, and their impact on the lives of their adherents.
- To enable pupils to begin to develop an understanding of religious faith as the search for and the expression of truth.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- To give our pupils access to a broad and balanced curriculum in Religious Education that is both challenging academically and deeply personal.
- To encourage pupils to question, explore, understand and respect their own and other's understandings of the world.
- To provide opportunities for the formulation of reasoned opinion/argument.

Legal Requirements

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act and the Education Act 1996:

- RE is part of the basic curriculum of the school, as set out in the Education Reform Act 1988, and is recognized as a part of the Core entitlement. It must be taught to all pupils from being enrolled in statutory education at five.
- If a parent asks that a child should be wholly or partly excused from the Religious Education at the school, then the school will comply and the child will take part in alternative lessons.
- The acts also allow teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.
- The relative content devoted to Christianity in the syllabus should predominate.

The responsibilities of governors and headteachers

Governing bodies and headteachers must:

- Ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus, unless they are schools with a religious character who are free to choose the syllabus they follow
- Provide sufficient time for the school to fulfil the requirements of the locally agreed syllabus; SACRE recommends a minimum of five percent of curriculum time or 14 hours each term
- Ensure that the delivery of the RE curriculum is monitored .by the subject leader, the Senior Leadership team and by governor visits

Implementation

The school uses the Buckinghamshire Agreed Syllabus and the Understanding Christianity resource to organise and plan it's RE curriculum.

R.E. in Key Stage 1 is taught in weekly lessons in 12 units. The 12 units being divided between the two year groups are taught 1 unit per ½ term -a total of 6 units per year group. Details are laid out in the long-term plan. For 10 of the half terms, units focus mainly on Christianity, with one lesson each half term covering an aspect of Judaism. For the remaining 2 half terms, the focus is solely on Judaism, when children are given the opportunity to learn at depth about Judaism.

In Reception the approach, with regard to times and content, is more flexible. Again, based on the Understanding Christianity resource, units of work are taught within cross curricular themes and discreet lessons.

At Key Stage 1 pupils study Christianity as well as an insight into Judaism in each unit. Other world faiths are covered as well through lessons and collective worship.

All learning in each unit of work starts with pupils' own experience and then moves to learning about the related religious content and experience and then onto what pupils can learn from this.

R.E. is taught by class teachers and takes place mainly in the classroom. Other areas of the school are used, however, to allow the use of a range of teaching strategies including cross-curricular links where possible.

Inclusion

Careful attention to these individual needs should be given at the planning stage. This can be assisted if the following is taken into account:

- The importance of relating the activities to the pupils' own experiences including:
 - Those whose experience are entirely secular or of a faith other than Christianity and who have no Christian values and/or beliefs.
 - Pupils who themselves have a strong personal faith commitment
- The importance of adapting or extending activities for:
 - Pupils who have special needs across the curriculum in particular in literacy and/or numeracy.
 - Pupils who are more able and talented in other areas of the curriculum including RE.
- An emphasis on learning through the visual, aural and tactile, and expressions of that learning through non-verbal and creative media
- The use of practical activities and learning through first-hand experiences e.g. visits to places of worship, opportunities to meet members of faith communities and investigation of artefacts.
- Offering opportunities for response and reflection and the use of self-evaluation and assessment
- The use of extension activities to enable those with a developed capacity for sensitivity and empathy to explore these
- The use of a wide range of resources to draw on individual capabilities the needs of all children can be satisfactorily met within the teaching of RE

Cross Curricular

R.E has links with many subjects across the curriculum. There are opportunities within each unit for pupils to use and develop their speaking and listening and writing skills. Dance, Music and Art can also be used as starting points for units of work as well as a means for pupils to express themselves and what they have learned.

ICT and RE

ICT enhances the children's opportunities in the subject as follows:

- Use of the internet to research festivals and practices;
- Use of camera and recording equipment to record role play;
- Use of graphics software to create display work.
- The use of mobile technology to develop and record responses to teaching

Resources

Resources to support the scheme of work are kept in the staff room. This includes topic boxes to support each unit of work, big books, and a selection of general R.E. books.

The school library contains copies of the Bible and illustrated bible stories suitable for different age groups.

Assessment, recording and reporting

Assessment takes place as each unit is taught and at the end of each unit and is recorded on the plan against the learning outcomes.

Each child has their own R.E. exercise book in which any appropriate work is recorded. This may include prayers and reflections as well as work linked to the R.E. main teaching. Any written work is marked in accordance with the school's feedback policy and assessed, where appropriate, against the unit's learning outcomes.

Attainment in KS1 is measured in terms of knowledge and understanding ('Understanding Christianity' knowledge building blocks) and outcomes for end of KS1 which lay out an expected standard. At the end of KS1 children will be judged as working towards (WT), working at (WA) and working at greater depth within (GD) the expected standard. Assessments are recorded using the school's Learning Ladders tracking system and progress is tracked termly.

In the Reception attainment is measured in terms of knowledge & understanding ('Understanding Christianity' knowledge building blocks) and assessment is also carried out in line with the Foundation Stage Profile. Work is kept in learning journals and in a class book.

A written report of progress in RE is issued for each pupil annually.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

Role of RE Subject Leader:

The RE Subject Leader will have overall responsibility for RE curriculum within the school including:

- Ensuring there is a clear, unambiguous RE policy, and that staff understand its implications
- Having an up to date scheme of work which effectively implements the RE Agreed Syllabus
- Providing RE advice & support to all staff
- Informing the CPD Lead of relevant INSET needs
- Maintaining up to date resources to meet all the necessary requirements of RE teaching
- Organising the storage and purchase of equipment
- Maintaining liaison with other schools within the Liaison group
- Liaising with subject co-ordinators over opportunities for cross-curricular links
- Maintaining an effective system for assessment & recording of pupil achievement in RE
- Monitoring and reviewing RE practice and provision through consultation with relevant agencies including Buckinghamshire County Council and Oxford Diocese.

Religious Education policy

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Religious Education subject leader and the SLT.
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupils work

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Date Reviewed: March 2022

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